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ABSTRACT

An overview is presented of the New Jersey Department of Education's activities in response to the following mandates: (1) statewide minimum standards be established for communication/computation skills; (2) students be tested annually in these areas to determine progress; and (3) remediation be provided to all students whose performance is below state standards. Also included are the results of the Minimum Basic Skills tests administered. Results from the first three years of Minimum Basic Skills testing show a significantly larger percentage of students (all grades, subjects) met the statewide standards in 1979-80 than in the previous years of testing; increases were most dramatic in elementary grade reading and mathematics; gains for secondary school students (grades 9-11) were less pronounced than the elementary grades, but also significant; generally, students obtained higher Minimum Basic Skills test scores in 1980; and a smaller percentage of students in urban centers and low sociceconomic status groups scored at or above state standards than in suburban and affluent areas. Detailed indexes and appendices are included. (Author/GK)

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THE EFFECTS OF THE MINIMUM STANDARDS LEGISLATION IN NEW JERSEY:

A FOUR YEAR REPORT

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THE EFFECTS OF THE MINIMUM STANDARDS LEGISLATION IN NEW JERSEY:

A FOUR YEAR REPORT

Fred G. Burke
Commissioner of Education

Gustav H. Ruh
Deputy Commissioner of Education

PREPARED UNDER THE DIRECTION OF:

OFFICE OF STATE EDUCATIONAL ASSESSMENT
DIVISION OF OPERATIONS, RESEARCH AND EVALUATION

Arthur Winkler
Assistant Commissioner
Division of Operations, Research and Evaluation

DEVELOPED AND EDITED BY:

Stephen L. Koffler
Director
State Educational Assessment

Tina E. Bernstein
Assistant Director
State Educational Assessment

Carl I. Johnson
Manager
State Testing Program

New Jersey State Department of Education
225 West State Street
Trenton, New Jersey 08625

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STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
225 WEST STATE STREET
TRENTON, N J 08625

OFFICE OF THE COMMISSIONER
Post Office Box 2019

September 1980

Dear Colleague:

September 22, 1976, Chapter 97 of the Public Laws of 1976, that amended Chapter 212 of the Public Laws of 1975, was enacted. The provisions of that law established a mechanism to ensure that all students receive the benefits of a thorough and efficient system of free public schools specifically in terms of attaining basic communication and computation skills. The law mandates that statewide minimum standards be established for communication and computation, that students be tested annually in these areas to determine their progress, and that remediation be provided all students whose performance is below the state standard.

This report provides an overview of the Department of Education's activities in response to these mandates. The report also contains the results of the tests administered since passage of Chapter 97 to measure student progress in meeting the minimum standards in communications and computations.

The report provides evidence of the improvement in student performance in the minimum basic skills. This improvement is a result of the commitment to excellence made by the Department of Education and the more than 2,500 public schools it serves.

I am pleased to present this report to you.

Sincerely,

Fred G. Burke

Fred G. Burke
Commissioner

FOREWORD

On September 22, 1976, New Jersey Governor Brendan Byrne signed into law a bill which was to play a central role in the reform of public education in New Jersey. Chapter 97 of the Laws of 1976, amending Chapter 212, Laws of 1975 (the Thorough and Efficient law), mandated the establishment of uniform statewide standards of pupil proficiency in basic communications and computational skills to assure that all pupils attain at least minimal competency in these essential areas.

One provision of Chapter 97, (N.J.S. 18A:7A-11) requires that four years after the effective date of the law, the Commissioner of Education must report on the effectiveness of the amendatory act. This document serves as the Commissioner's report and presents an overview of the development of the Minimum Basic Skills Testing Program and a summary and discussion of the results obtained during the first four years of the program's operation.

EXECUTIVE SUMMARY

Chapter 97 of the Laws of 1976 required that uniform statewide minimum proficiency standards be established in communication and computational skills.

To implement the law for school year 1976-77, the Educational Assessment Program's annual statewide tests, administered in October 1976 to all fourth, seventh and tenth grade students, were used as the indicator of minimum basic skills proficiency for that year only.

During school year 1977-78 new tests were designed to meet the legal mandates of Chapter 97. The Minimum Basic Skills tests in reading and mathematics were developed with broad public input and were administered for the first time in April 1978 to 397,000 students in grades three, six, nine and eleven.

Students who correctly answered at least 75 percent of the reading items or at least 65 percent of the mathematics items met the state standard in that subject.

With the 1978-79 Minimum Basic Skills test, the state proficiency standard was set at the level of achievement represented by scores of 75 percent correct in reading and 65 percent correct in mathematics on the 1977-78 Minimum Basic Skills tests. Through test score equating and the development of a score scale, the state minimum proficiency standard was designated by Minimum Basic Skills scores of 75 and 65 in

reading and mathematics, respectively for 1979 and 1980.

The 1978, 1979 and 1980 Minimum Basic Skills tests all measured precisely the same skills although each year the test contained an entirely new set of items. The tests administered during this period were also equivalent in terms of total number of items, the relative emphasis given to each skill area and the type of items used to measure each skill.

Increasingly stringent absentee policies were adopted to insure that all eligible students would be tested. A large number of handicapped students and limited-English speaking students were tested each year with only those students totally unable to be validly assessed by the Minimum Basic Skills tests specifically exempted. While test results for such students were reported individually, their scores were not included in local or state summaries of test results.

Results form the first three years of Minimum Basic Skills testing yielded the following results:

- A significantly larger percentage of students met the statewide minimum standards in all grades and subjects in 1979-80 than in the previous two years of Minimum Basic Skills testing (6.9 percent increase in mathematics and 3.4 percent in reading).
- Increases were most dramatic in the elementary grades:
  - third grade reading, 5.2 percent increase, 1978 to 1980;
  - third grade mathematics, 8.6 percent increase, 1978 to 1980;
  - sixth grade reading, 6.7 percent increase, 1978 to 1980;
  - sixth grade mathematics, 12.2 percent increase, 1978 to 1980.
- Gains for secondary school students, though not as pronounced, were nonetheless significant:

- ninth grade reading, 3.1 percent increase, 1978 to 1980;
- ninth grade mathematics, 6.4 percent increase, 1978 to 1980;
- eleventh grade reading, 1.7 percent decrease, 1978 to 1980 (in 1980, however, 4 percent more students met the state standard than in 1979);
- eleventh grade mathematics, 0.3 percent increase, 1978 to 1980 (a 4.4 percent increase in 1980 over 1979).

- Students, on the average, obtained higher Minimum Basic Skills test scores in 1980:

  A 3 point increase in the average reading score and a 6.9 increase in the average mathematics score of elementary students; and 0.1 point increase in the average reading scores and a 1.75 average point increase in mathematics scores for secondary school students from 1978 to 1980.

- On the average, a smaller percentage of students in urban centers and the lower socioeconomic status groups scored at or above state standard than in suburban and more affluent areas. Nevertheless, the rate of improvement from 1978 to 1980, both in terms of the percent of students passing and average test scores, was significantly higher for urban students than for any other group.

In response to a survey of test utility, a majority of educators indicated that Minimum Basic Skills score reports and summaries were being used, and proved useful in planning, developing and evaluating basic developmental skills and improvement programs at the local level.

CHAPTER ONE

DEVELOPMENT OF THE MINIMUM BASIC SKILLS TESTING PROGRAM

EDUCATIONAL ASSESSMENT PROGRAM

Statewide testing in New Jersey began in 1972, with the first administration of the Educational Assessment Program tests. This program was an outgrowth of the "Our Schools" project that established a series of outcome and process goals for New Jersey schools. The Educational Assessment Program (EAP) measured student achievement in reading and mathematics based upon objectives taught in a majority of New Jersey public schools. Public school students in grades four, seven and ten were tested annually; public school students in grade twelve were tested every three years.

Results were returned to the districts in the form of class, building and district objective summary reports for both reading and mathematics. These reports identified the percent of students correctly responding to each item by class, building and district. School personnel were responsible for interpreting the results based upon their expectations and on how their students performed when compared with districts having similar socioeconomic and Community Type configurations. The primary purpose of the Educational Assessment Program was to assist districts in identifying programmatic needs and providing direction for basic skills program improvement.

Although the Educational Assessment Program provided

useful information to state and local educators on student progress in reading and mathematics, it was not designed to measure minimum basic skills competencies. The skills measured by the Educational Assessment Program tests reflected what was actually taught by the time students entered grades four, seven, ten or twelve; it did not solely measure those skills which students were expected to acquire at a minimum by those grades. Nevertheless, Educational Assessment Program test results could serve as an approximation of the degree to which students were mastering minimum basic skills because many minimum skills were assessed by those instruments.

THE MINIMUM STANDARDS LAW

Chapter 97, P.L. 1976 (see Appendix A) was signed on September 22, 1976. There are six salient elements to this law which amended Chapter 212, P.L. 1975 ("The Thorough and Efficient Education Act"):

- That "uniform statewide standards of pupil proficiency in basic communication and computational skills" be established.
- That these standards be established "at appropriate points in the educational careers of the pupils."
- That these standards be "reasonably related to those levels of proficiency ultimately necessary as part of the preparation of individuals to function politically, economically, and socially in a democratic society."
- That in each district where proficiency is below state standard, the local board establish "an interim goal designed to assure reasonable progress toward the goal . . . by each such pupil . . . . Each such district, as part of its annual educational plan, shall develop

a basic skills improvement plan for progress toward such interim goal."

- That the district annual report include an evaluation of pupil proficiency in basic skills and of the effectiveness of any basic skills improvement plan.
- That the Act take effect immediately.

In November 1976, the New Jersey State Board of Education adopted a comprehensive program to implement the law. The plan combined recommendations made by the Task Force on Competency Indicators and Standards (an independent advisory committee chaired by Frederick G. Meissner, director of public relations for New Jersey Bell Telephone) with those made by the New Jersey Commissioner of Education, Fred G. Burke, and members of the New Jersey State Board of Education.

The first section of the two part plan described the procedures which would constitute an interim plan for the 1976-77 academic year. The second part of the plan provided the procedures to be used beginning with the 1977-78 school year.

The interim plan for 1976-77 included the following provisions:

1. <u>That the Educational Assessment Program tests be used.</u>

   The Educational Assessment Program's statewide reading and mathematics basic skills tests (EAP), which were administered in October 1976 to all students in grades four, seven and ten, would be used as the indicator of minimum basic skills proficiency for the 1976-77 school year only.

2. <u>That 65 percent correct be the minimum proficiency standard.</u>

   Students who did not achieve at least a 65 percent mastery level (i.e., at least 65 percent of the test items correct) in either reading or mathematics

had not satisfied the minimum proficiency requirement in those subjects.

3. That districts submit a Basic Skills Improvement Plan.

   For all students below the 65 percent mastery level, a basic skills improvement plan had to be developed and submitted with the annual report due July 1, 1977 (see Chapter 212 of the New Jersey Laws of 1975, N.J.S.18A:7A-7, as amended). The improvement plan had to specify the programs and/or procedures which each district was implementing or would implement to alleviate basic skills deficiencies.

4. That remedial assistance be provided to students who failed to meet the standard.

   For all students whose scores were below the 65 percent mastery level and who were also among the lowest scoring 20 percent of all tested students in the state (i.e., the student's total test score was one of the lowest 20 percent of test scores in the state), appropriate remedial assistance had to be provided during spring 1977.

   Assistance could have been provided by participation in federally funded programs, state compensatory education programs, and/or locally designated compensatory education programs. For those students who were not receiving assistance through these programs, an individually developed instructional plan had to be implemented by the classroom teacher and/or by appropriate resource, remedial, or compensatory education teachers.

   Each superintendent was required to file a statement of assurances with the county superintendent of schools by March 1, 1977 stating that all students in this category were receiving appropriate remedial services.

An important aspect of the interim plan and the use of the Educational Assessment Program Test as a substitute measure of minimum basic skills required that local officials review each student's Educational Assessment Program results in light of the student's previous academic indicators before proceeding with any remedial procedure.

TRANSITION TO MINIMUM COMPETENCY TESTING

The second part of the State Board of Education's comprehensive plan for implementing a minimum basic skills testing program beginning with the 1977-78 school year required that a minimum basic skills test in reading and mathematics be developed to replace the Educational Assessment Program tests. Similar to the Educational Assessment Program tests, the minimum basic skills tests would be objective referenced instruments. However, unique to this testing program, these tests would also provide a single composite score. During the spring, tests in both reading and mathematics would be administered to all students in grades three, six, nine and eleven and a competency or mastery level would be set for each test and grade level.

MINIMUM BASIC SKILLS COMMITTEES

The Minimum Basic Skills Advisory Committee, an independent task force, was appointed by the State Board of Education to oversee all aspects of the development of the new program. Headed by Frederick G. Meissner, chairman of the Task Force on Compensatory Indicators and Standards, the committee operated under the following principles and guidelines:

- That the program developed would comply with the planning process contained in Chapter 212 of the New Jersey Laws of 1975.
- That it would seek information and advice from as wide a cross section of interested educators and the general

public as practicable in developing its program and test instruments.

- That it would develop a program and test instruments which would in fact measure student minimum basic skills attainment--and that these instruments would be developed without being influenced by current state and local district programs and/or capability to remediate student populations falling below minimum cut-off scores.

- That it would make every effort to eliminate social, ethnic, and cultural bias in the test instruments.

In addition to the advisory committee, eight committees were appointed to help implement the provisions in the law. The groups formed included:

TEST DEVELOPMENT COMMITTEES

Four subject matter committees (elementary reading, secondary reading, elementary mathematics, secondary mathematics) developed the original lists of minimum essential skills that students should master in each of the grades tested. These lists of skills were distributed throughout the state as surveys (to be discussed later) soliciting identification of the precise skills that would serve as the specifications for the new minimum basic skills tests.

These committees are primarily responsible for the test development process each year, including item development and the interpretation of state results.

The membership is composed of reading and mathematics specialists from throughout the state, as well as representatives from higher education and boards of education.

MINORITY GROUPS ADVISORY COMMITTEE

This committee is charged with the task of minimizing cultural, linguistic and sexual bias in the test specifications and test items.

TECHNICAL ADVISORY COMMITTEE

The Technical Advisory Committee, composed of nationally known experts in the field of measurement,

statistics, reading and mathematics, reviews the technical aspects of the Minimum Basic Skills tests.

A major responsibility of this committee is to annually review the field test data and to establish procedures for the other committees to use in the test development process.

In addition to the above committees, the Office of State Educational Assessment meets regularly with the following three groups to solicit their advice and input:

URBAN TEST COORDINATORS' ADVISORY COMMITTEE

This committee is composed of the testing coordinator from each of the 32 major urban aid districts throughout the state. This group also shares problems and concerns which are common to the urban districts.

DISTRICT TEST COORDINATORS' ADVISORY COMMITTEE

This committee is composed of district test coordinators and is constituted to provide representation from each socioeconomic type of community and each county.

COUNTY TEST COORDINATORS' COMMITTEE

County Test Coordinators are department employees (school program coordinators) designated by county superintendents to serve as liaisons between the Office of State Educational Assessment and the school districts within their county.

TEST DEVELOPMENT

In January 1977, work began on the development of a testing program specifically designed to measure pupils' proficiency in minimum reading and mathematics skills.

The first task was to determine reading and mathematics skills which were to be considered as minimum. The four test

development committees listed objectives to be considered as the minimum essential skills. These lists of objectives were put into survey form and distributed to elementary teachers in grades three and six, all high school teachers, administrators and curriculum coordinators, board of education members and a sample of high school seniors. In addition, a sample of the general public was surveyed by the Eagleton Institute. Those surveyed were asked to identify the skills that should be mastered, at a minimum, by May 1 of grades three, six, nine and eleven.

In total, 33,802 surveys were returned and analyzed. The data were used by the test development committees to determine the final lists of objectives that would serve as the basis for the tests.

A contract was awarded Educational Testing Service, Princeton, New Jersey, to assist in all aspects of the 1977-78 program.[1] Their first task was to write test items based on the specifications. When this was completed, the test development committees reconvened to examine each test item in their respective subject area and determine whether or not the item measured the objective for which it was intended and whether it was constructed properly.

During this extensive review process, which occurs annually, the committees had the freedom to modify or

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[1]Educational Testing Service was the test contractor for 1977-78 and 1978-79. National Evaluation Systems was the test contractor for the 1979-80 Minimum Basic Skills tests.

reject any items with which they were not satisfied. These committees were, and still remain, responsible for ensuring the validity of the test.

The next step in the test development process required an additional review of all test items--this time by the Minority Groups Advisory Committee, to determine if any test item was biased against any group. Specifically, this committee modified or rejected any items they considered culturally, linguistically or sexually biased.

When the items had passed these two developmental phases, an extensive field test was conducted in October 1977. As a result of an analysis of the field test results by the Test Development Committees, Minority Groups Advisory Committee and Technical Advisory Committee, minor changes in items and testing procedures were made in preparation for the April 1978 full-scale administration of the Minimum Basic Skills tests.

This test development process including item writing, review, field testing, review analysis and modification and full-scale testing is repeated annually (see Appendix B for a time table and comprehensive list of activities used by the Minimum Basic Skills Advisory Committee in 1977-78). It should be noted, however, that the 1977-78, 1978-79 and 1979-80 Minimum Basic Skills tests have all been based on the test specifications identified during the 1977-78 testing cycle. Each year new test items are written but the skills measured by those items remain constant (Appendix C contains a list of those test specifications).

MINIMUM BASIC SKILLS CUT-OFF SCORES

A critical difference between the Educational Assessment Program tests and the Minimum Basic Skills tests was the designation of a cut-off score, that score which would be designated as the statewide minimum standard. Except for the 1976-77 administration of the Educational Assessment Program tests, for which a standard of 65 percent correct had been set to comply with the newly enacted Minimum Competency law, there had been no statewide cut-off score associated with the 1972-1975 Educational Assessment Program tests.

In January 1978, the New Jersey State Board of Education resolved that the cut-off socres for the 1977-78 Minimum Basic Skills (MBS) tests would be set at 65 percent correct in mathematics and 75 percent in reading. These standards were recommended by the Minimum Basic Skills Advisory Committee and were based upon the results of the test development committee's use of the Nedlesky standard setting procedure and the Technical Advisory Committee's analysis of the field test results.

The cut-off scores of 65 and 75 percent were not arbitrarily selected. Consideration of both test content and difficulty of the items on that test was made. These scores represent a level of achievement on the 1977-78 Minimum Basic Skills test signifying that a student is minimally proficient in mathematics and reading.

To determine the cut-off scores on the 1978-79 or

1979-80 test that would signify the same level of achievement as the cut-off scores on the 1977-78 tests, the test contractor's statisticians analyzed the data from each year's field test (that included a 25 item section from the 1977-78 tests), and using appropriate statistical techniques (see W. Angoff in R. L. Thorndike, Educational Measurement, 1971), equated the two sets of scores. That is, those scores that signified the same level of achievement were considered to be equal. Each score on the 1978-79 or 1979-80 Minimum Basic Skills tests was expressed in the units of the 1977-78 score scale. The cut-off scores on the subsequent Minimum Basic Skills test were those scores that equated to, or signified the same achievement level as, 75 percent and 65 percent correct on the 1977-78 reading and mathematics tests, respectively.

MINIMUM BASIC SKILLS SCORES

As a result of the equated scores, it was necessary to change the manner of score reporting. It was recommended by the Technical Advisory Committee that a score scale be developed to report the Minimum Basic Skills test results each year. Use of the score scale would eliminate possible confusion caused by reporting unequated scores. With the score scale, the determination of whether a student met the minimum standard would always be designated by the same score on the score scale.

The score scale developed to serve this purpose ranged from 0-100; a score of 65 signified the mathematics standard and a score of 75 signified the reading standard. The

score scale values are numbers, not percent correct scores or percentiles, based on the 1977-78 Minimum Basic Skills test. Thus, a student correctly answering 65 percent of the 1977-78 year's mathematics items would have a scaled score of 65. However, if a student correctly answered 68 percent of the 1978-79 Minimum Basic Skills questions and it was determined by the equating procedure that the level of achievement expressed by that score was equal to a score of 66 percent correct on the 1977-78 Minimum Basic Skills test, then the student's 1978-79 scale score would be 66. That student would have the same level of achievement as a student answering 66 percent of the 1977-78 test items.

By utilizing this score scale, known as the Minimum Basic Skills Score, scores of 65 and 75 would always correspond to the statewide minimum standard and the results from one year to the next would be directly comparable. It was important to recognize that a student who received a score of 65 might have had to answer a greater or fewer number of items correctly based on the relative difficulty of the test compared to the 1977-78 Minimum Basic Skills test. However, the level of achievement signified by a score of 65 or 75 would always be the same.

Table 1 illustrates the effects of the equating upon the number of items that a student had to correctly answer to meet the statewide minimum standard. For example, because the 1978-79 sixth grade mathematics test was more difficult than the 1977-78 version, students had to answer fewer items

TABLE 1

EFFECTS OF EQUATING ON THE NUMBER
OF ITEMS STUDENTS MUST CORRECTLY ANSWER TO
MEET THE STATEWIDE MINIMUM STANDARDS

TEST	NUMBER OF ITEMS	NUMBER CORRECT ON 1977-78 TEST TO MEET STANDARD		NUMBER CORRECT ON 1978-79 TEST TO MEET STANDARD		NUMBER CORRECT ON 1979-80 TEST TO MEET STANDARD	
Three Reading	100	75	(75%)	79	(79%)	79	(79%)
Three Mathematics	100	65	(65%)	68	(68%)	70	(70%)
Six Reading	95	72	(75.8%)	74	(77.9%)	78	(82.1%)
Six Mathematics	100	65	(65%)	64	(64%)	67	(67%)
Nine Reading	110	83	(75.5%)	87	(79.1%)	83	(75.5%)
Nine Mathematics	95	62	(65.3%)	62	(65.3%)	62	(65.3%)
Eleven Reading	110	83	(75.5%)	84	(76.4%)	86	(78.2%)
Eleven Mathematics	90	59	(65.5%)	63	(70%)	63	(70%)

correctly to meet the standard on the 1978-79 test than on the 1977-78 test. On each of the other tests in 1978-79, students were required to answer more items correctly on the 1978-79 test than on the 1977-78 test to meet the statewide standard.

ENROLLMENT DATA

Tables 2, 3 and 4 provide information on the number of students in the Minimum Basic Skills testing program since it began in spring 1978.

As noted earlier, the law and administrative code that mandate the state minimum standards testing program require that all students be tested. There are two groups of students however for whom testing requires special accommodation: special education and limited-English speaking ability students. All special education students must be tested unless the child's Individualized Education Program explicitly states that testing would not be in the best interests of the child. Thus, a large number of handicapped students may be tested but their scores are reported separately and are not included in the local or state summaries of test results.

Similarly, students of limited-English speaking ability may be excluded from the test if the local district determines that the testing situation would not serve any meaningful purpose due to the students' language barrier. Yet, there are many students making the transition to English from a

different language who may be tested. As with the testing of handicapped students, the scores of students of limited English-speaking ability are reported individually but are not included in local or state score summaries.

Table 2 shows the percent of students enrolled statewide (including special education and limited-English speaking) who took the reading or mathematics Minimum Basic Skills test in 1978, 1979 and 1980. While overall enrollments have been declining, the proportion of students tested has increased in the three year period. In reading, 1.9 percent more of the students enrolled were tested in 1980 than in 1978, while in mathematics there was a 1.8 percent increase in the students tested. Table 3 shows the actual number of students in the special education and limited-English speaking categories in 1979 and in 1980 as well as the number of students whose answer sheets were voided for such reasons as illness during the test, disruptive behavior during the test or other reasons that the district staff determined would make a student's test results an inaccurate reflection of his/her actual ability.

The number and percent of students whose answer sheets were voided decreased substantially over the three year period. For the 1977-78 test, 2,960 answer sheets were voided (0.7 percent); for the 1978-79 test, 1,273 answer sheets were voided for reading (0.3 percent) and 1,202 for mathematics (0.3 percent) and in 1980, 897 students or 0.2 percent in reading and 914 or 0.2 percent in mathematics.

Table 4 presents the percentage of students each

TABLE 2

NUMBER AND PERCENT OF STUDENTS
ENROLLED WHO TOOK THE MINIMUM BASIC SKILLS
TESTS IN 1978, 1979 AND 1980

	Reading			Mathematics		
YEAR	NUMBER ENROLLED	NUMBER TESTED[1]	PERCENT TESTED	NUMBER ENROLLED	NUMBER TESTED[1]	PERCENT TESTED
1978	428625	411183	95.4%	428625	411183	95.4%
1979	415545	405389	97.6	415564	405002	97.5
1980	400422	389413	97.3	400499	389250	97.2

[1]Includes students whose answer sheets were voided and limited-English speaking students and special education students whose scores were not included in state figures.

TABLE 3

NUMBER OF VOIDED ANSWER SHEETS AND THE NUMBER OF
SPECIAL EDUCATION AND LIMITED-ENGLISH SPEAKING STUDENTS
STATEWIDE WHO TOOK THE 1978-79 AND 1979-80 MINIMUM BASIC SKILLS TESTS

Total Students Tested 1978-79				Total Students Tested 1979-80			
GRADE	SPECIAL EDUCATION	LIMITED ENGLISH SPEAKING	VOIDED ANSWER SHEETS	GRADE	SPECIAL EDUCATION	LIMITED ENGLISH SPEAKING	VOIDED ANSWER SHEETS
Three Reading	4384	1296	391 (0.4%)	Three Reading	4320	1197	282 (0.3%)
Three Mathematics	4370	1296	385 (0.4)	Three Mathematics	4320	1220	310 (0.3)
Six Reading	4579	753	252 (0.3)	Six Reading	4745	900	262 (0.3)
Six Mathematics	4627	790	233 (0.2)	Six Mathematics	4743	939	267 (0.3)
Nine Reading	3266	633	329 (0.3)	Nine Reading	3754	926	245 (0.2)
Nine Mathematics	3244	640	310 (0.3)	Nine Mathematics	3754	934	237 (0.2)
Eleven Reading	1788	414	301 (0.3)	Eleven Reading	2215	526	108 (0.1)
Eleven Mathematics	1785	421	274 (0.3)	Eleven Mathematics	2208	525	100 (0.1)
Read Total	14017	3096	1273 (0.3)	Read Total	15034	3549	897 (0.2)
Math Total	14026	3147	1202 (0.3)	Math Total	15025	3618	914 (0.2)

TABLE 4

PERCENTAGE OF STUDENTS STATEWIDE
WHO WERE TESTED IN 1978, 1979 AND 1980
BY GRADE LEVEL AND TEST

(Excluding Special Education, Limited-English and Voided Answer Sheets)

		Percent Tested			
GRADE	TEST	1978	1979	1980	CHANGE FROM 1978 TO 1980
Three	Reading	95.7%	98.8%	97.6%	+1.9
	Mathematics	95.7	98.8	97.5	+1.8
Six	Reading	95.1	98.5	98.3	+3.2
	Mathematics	95.1	98.5	98.3	+3.2
Nine	Reading	91.4	95.8	96.0	+4.6
	Mathematics	91.4	95.6	95.9	+4.5
Eleven	Reading	90.6	97.1	97.3	+6.7
	Mathematics	90.6	96.9	97.3	+6.7
TOTAL	Reading	93.1	97.5	97.2	+4.1
TOTAL	Mathematics	93.1	97.3	97.2	+4.1

year who were tested and whose scores compare the local and state summaries (i.e., excluding limited-English speaking and special education students). At all grade levels, there was a substantial increase in the percent of tested students between 1977-78 and 1979-80. This is especially true in eleventh grade where there were increases of 6.7 percent in the percent of students taking either the reading or mathematics test.

For the 1978-79 testing cycle, a more stringent absentee policy was instituted by the Department of Education to ensure testing of all eligible students. The implementation of this policy resulted in an increase in the number of students tested.

CHAPTER TWO

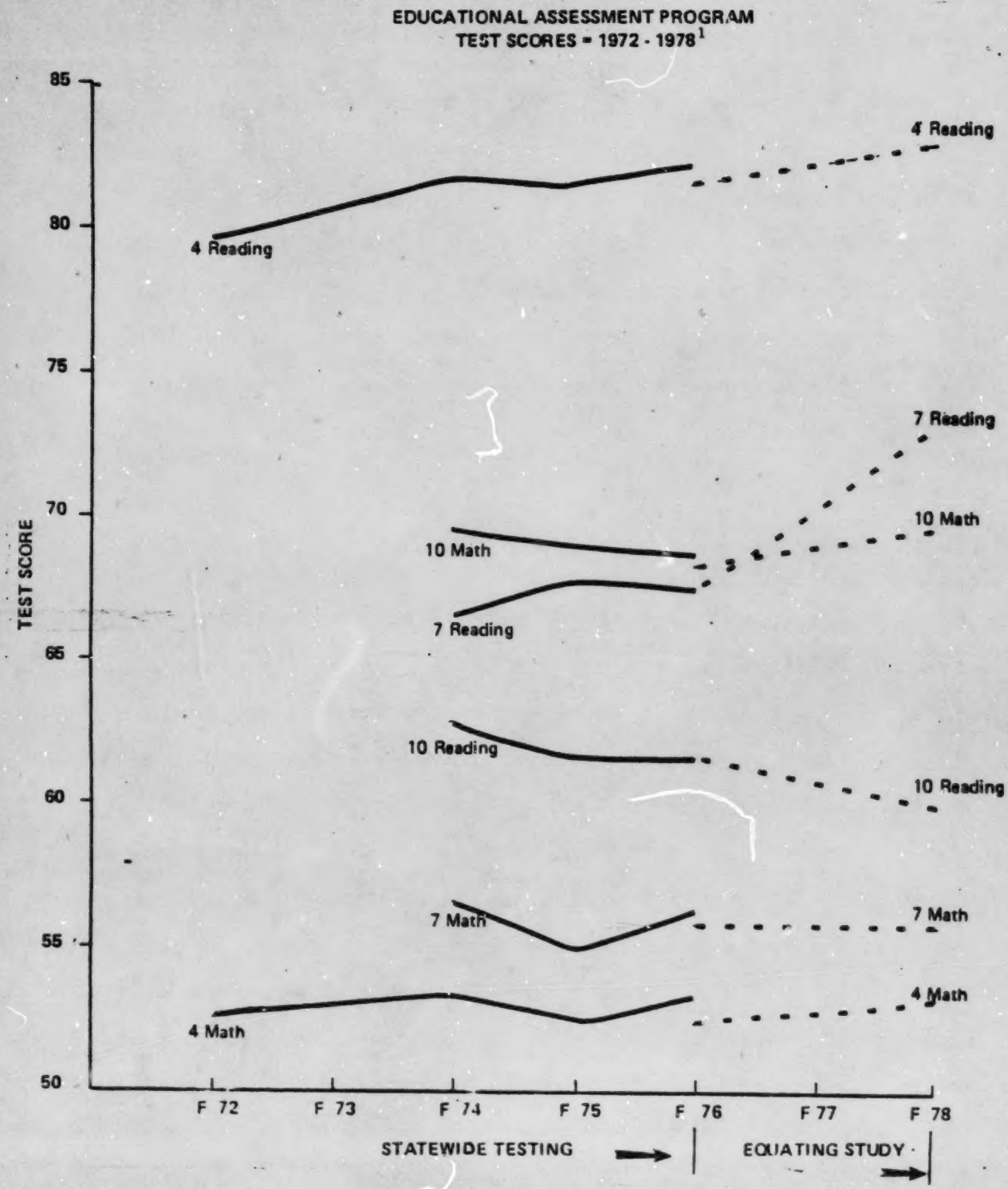
THE EFFECTS OF MINIMUM STANDARDS ON PUPIL PROFICIENCY IN MINIMUM BASIC SKILLS

1976-1978 EDUCATIONAL ASSESSMENT PROGRAM TEST RESULTS

In the four years since the implementation of the Minimum Standards Law and particularly in the three years of the Minimum Basic Skills Testing Program, significant gains in reading and mathematics scores have been made by students in grades three, six, nine and eleven. In 1976-1977, the year the Minimum Standards Law took effect, the Educational Assessment Program reading and mathematics tests, broader range instruments, were used as interim tests. Students scoring below 65 percent correct on either Educational Assessment Program test were identified as needing remediation.

Because the Educational Assessment Program and the Minimum Basic Skills tests do not measure the same range of basic skills, it is not valid to compare student performance on these two tests. In order to obtain a longitudinal analysis of New Jersey students' achievements in basic reading and mathematics, a special project was undertaken to continue acquiring Educational Assessment Program test data in 1977-78 even though the Minimum Basic Skills tests were being used as the state tests. The project involved testing a representative sample of students in 1977 and in 1978 using the 1976 version of the Educational Assessment Program tests. As a result of this study, it was possible to produce a longitudinal profile

TABLE 5



[1]The Educational Assessment Program was the state test from 1972 to 1976. In 1976, the Minimum Basic Skills Program was initiated, and in spring 1978 the first Minimum Basic Skills tests were administered statewide. The 1977-78 Educational Assessment Program results shown here were obtained as part of a special study (see text for details).

of student proficiency in basic reading and mathematics skills from 1972 to 1978. As seen in Table 5, student performance at the fourth grade reading level improved steadily over the six year period, while slight increases are noted in fourth grade mathematics. Seventh grade reading and mathematics results remained stable and very slight declines occurred in both tenth grade reading and mathematics. Overall, student performance on the Educational Assessment Program tests from 1972 to 1978 improved in the early grades and showed minor declines in the higher grades.

STATEWIDE MINIMUM BASIC SKILLS TEST RESULTS

In spring 1978, the Minimum Basic Skills tests were first administered to students in grades three, six, nine and eleven. By spring 1980, three administrations of the Minimum Basic Skills tests were completed. Table 6 shows the percent of students statewide who met or exceeded the state standard of 65 in mathematics and 75 in reading in each of the four grades tested. The three year results show that the students who took the tests in 1980 scored higher than those who took them in 1978 or 1979. Except for eleventh grade reading scores, the 1979-80 results reflect the highest level of Minimum Basic Skills performance in both reading and mathematics since the tests were first administered.

The most dramatic improvement in student performance in 1979-80 was recorded for sixth graders who took the

mathematics test. The percent of sixth graders meeting the mathematics standard jumped from 70.4 percent to 82.6 percent, a one-year increase of 12.2 percent. An increase or decrease of .25 percent is considered statistically significant when one considers a test population of between 85,000 and 100,000 students per grade.

In reading, 82 percent of the sixth graders met or exceeded the state standard in 1979-80 compared to 74.5 percent in 1978-79 and 75.3 percent in 1977-78: an increase of 6.7 percent over three years.

The 1979-80 third grade results showed 91.5 percent of the students meeting or exceeding the minimum standard in reading, a 3.8 percent increase over 1978-79 and a 5.2 percent increase since 1977-78. In mathematics, 83.9 percent of the third graders met the minimum standards, a 7.8 percent increase over last year and an 8.6 percent increase since 1977-78.

The statewide minimum standard for ninth grade reading was met or exceeded by 79.4 percent of the students, compared to 76 percent last year and 76.3 percent in 1977-78. And, for the first time, more than 80 percent of the ninth graders met the mathematics standard, with 80.9 percent performing above state standard. In 1978-79, 77.2 percent had met the standard while only 74.5 percent had met it in 1977-78.

In 1978-79, substantial decreases were noted in the eleventh grade test scores. In that year, 5.7 percent fewer

TABLE 6

MINIMUM BASIC SKILLS TEST RESULTS

PERCENT OF STUDENTS STATEWIDE MEETING OR EXCEEDING THE STATE STANDARD 1977-78, 1978-79, 1979-80

GRADE	TEST	1977-78	1978-79	1979-80
Three	Reading	86.3%	87.7%	91.5%
	Mathematics	75.3	76.1	83.9
Six	Reading	75.3	74.5	82.0
	Mathematics	70.4	70.4	82.6
Nine	Reading	76.3	76.0	79.4
	Mathematics	74.5	77.2	80.9
Eleven	Reading	89.9	84.2	88.2
	Mathematics	84.0	79.9	84.3

TABLE 7

MINIMUM BASIC SKILLS TEST RESULTS

MEAN (AVERAGE) SCORE FOR ALL STUDENTS STATEWIDE BY GRADE LEVEL AND TEST 1977-78, 1978-79, 1979-80

GRADE	TEST	MEAN TEST SCORE 1977-78	MEAN TEST SCORE[1] 1978-79	MEAN TEST SCORE[1] 1979-80
Three	Reading	87.27	88.26	90.27
	Mathematics	75.78	77.23	81.71
Six	Reading	81.87	82.36	84.92
	Mathematics	72.48	73.59	80.51
Nine	Reading	82.60	81.90	83.73
	Mathematics	75.53	76.69	78.83
Eleven	Reading	88.87	86.83	87.83
	Mathematics	80.60	80.00	81.78

[1]These are equated scores and are comparable to each other and to the 1977-78 results.

students met the reading standard and 4.1 percent fewer eleventh graders met the standard than in 1978.

In 1979-80, the trend was reversed, with 88.2 percent meeting the reading standard, compared to 84.2 percent last year and 89.9 percent the first year the test was administered. In mathematics, 84.3 percent met the standard, compared to 79.9 percent last year and 84 percent in 1977-78.

The students who took the 1979-80 Minimum Basic Skills tests did more than simply meet the minimum standards at a greater rate than before--on the average, they scored higher as well. As shown in Table 7 the mean or average test scores by grade are:

- Third grade reading, 90.3; up three points since 1978.
- Third grade matehmatics, 81.7; up 5.9 points since 1978.
- Sixth grade reading, 84.9; up 3.1 points since 1978.
- Sixth grade mathematics, 80.5; up eight points since 1978.
- Ninth grade reading, 83.7; up 1.2 points since 1978.
- Ninth grade mathematics, 78.8; up 3.3 points since 1978.
- Eleventh grade reading, 87.8; down one point since 1978 but up one point since last year.
- Eleventh grade mathematics, 81.8; up 1.2 points since 1978 and up 1.8 points since last year.

DISTRIBUTION OF MINIMUM BASIC SKILLS TEST SCORES BY CATEGORY

In order to analyze the nature of these increases, it is useful to look at the percent of students falling into

each of the seven minimum standards categories according to the percent of items on the test that the students correctly answered.

These minimum standards categories are defined as follows:

CATEGORY	READING MBS SCORE	MATH MBS SCORE
1	0-19	0-19
2	20-39	20-34
3	40-59	35-49
4	60-74	50-64
5	75-84	65-79
6	85-94	80-94
7	95-100	95-100

Categories five, six and seven include those who have met or exceeded the statewide standard of 75 in reading and 65 in mathematics.

Tables 8, 9 and 10 show the percentage of students each year, by grade and test, who fell into each of the seven minimum standards categories.

Across all grade levels, similar patterns of performance were observed: decreases or stability in the percent of students falling into categories one to five and increases in the percent of students falling into categories six and seven.[2] In grades three and nine there were decreases

[2]Two exceptions, an increase of a tenth of a percent in sixth grade reading and no change in eleventh grade reading, both in category one.

TABLE 8

1977-78 NEW JERSEY MINIMUM BASIC SKILLS TESTS

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
MINIMUM STANDARDS CATEGORIES FOR THE ENTIRE STATE

READING

GRADE	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-39% MASTERY	CATEGORY 3 40-59% MASTERY	CATEGORY 4 60-74% MASTERY	CATEGORY 5 75-84% MASTERY	CATEGORY 6 85-94% MASTERY	CATEGORY 7 95-100% MASTERY
Three	90229	0.04%	0.89%	4.92%	7.86%	12.45%	38.68%	35.16%
Six	95848	0.04	1.11	7.03	16.56	21.52	42.75	11.00
Nine	109446	0.08	2.14	7.38	14.14	19.15	37.29	19.82
Eleven	98214	0.03	0.43	2.21	7.43	14.58	41.22	34.11

MATHEMATICS

GRADE	NUMBER TESTED	CATEGORY 1 0-19% MASTERY	CATEGORY 2 20-34% MASTERY	CATEGORY 3 35-49% MASTERY	CATEGORY 4 50-64% MASTERY	CATEGORY 5 65-79% MASTERY	CATEGORY 6 80-94% MASTERY	CATEGORY 7 95-100% MASTERY
Three	90183	0.16%	2.46%	7.79%	14.27%	23.94%	39.76%	11.61%
Six	95736	0.06	2.03	8.76	18.76	30.28	34.75	5.37
Nine	108531	0.06	1.40	7.16	16.79	27.43	37.34	9.81
Eleven	97631	0.03	0.55	3.32	12.12	24.18	42.19	17.62

TABLE 9

1978-79 NEW JERSEY MINIMUM BASIC SKILLS TESTS

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
MINIMUM STANDARDS CATEGORIES FOR THE ENTIRE STATE

READING

GRADE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
Three	90646	0.2%	1.2%	3.8%	7.0%	11.3%	41.5%	34.9%
Six	91351	0.3	1.9	7.1	16.3	19.4	35.2	19.9
Nine	108503	0.7	2.7	7.3	13.3	18.7	36.4	20.9
Eleven	96503	0.1	0.8	3.9	11.1	16.4	38.4	29.4

MATHEMATICS

GRADE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
Three	90632	0.6%	3.3%	7.6%	12.3%	20.8%	35.3%	20.0%
Six	91316	0.1	2.2	9.8	17.5	26.7	34.2	9.5
Nine	108350	0.1	1.7	6.9	14.1	27.4	36.3	13.5
Eleven	96329	0.4	1.8	5.8	12.0	21.5	34.7	23.8

TABLE 10

1979-80 NEW JERSEY MINIMUM BASIC SKILLS TESTS

PERCENTAGES OF STUDENTS IN EACH OF THE SEVEN
MINIMUM STANDARDS CATEGORIES FOR THE ENTIRE STATE

READING

GRADE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-39 MASTERY	CATEGORY 3 40-59 MASTERY	CATEGORY 4 60-74 MASTERY	CATEGORY 5 75-84 MASTERY	CATEGORY 6 85-94 MASTERY	CATEGORY 7 95-100 MASTERY
Three	85754	0.1%	0.9%	2.7%	4.8%	9.7%	33.3%	48.4%
Six	87275	0.4	1.7	5.4	10.5	16.6	40.4	25.0
Nine	102190	0.4	2.5	6.7	11.0	17.4	34.5	27.6
Eleven	95213	0.1	0.6	3.1	8.1	14.0	47.5	26.8

MATHEMATICS

GRADE	NUMBER TESTED	CATEGORY 1 0-19 MASTERY	CATEGORY 2 20-34 MASTERY	CATEGORY 3 35-49 MASTERY	CATEGORY 4 50-64 MASTERY	CATEGORY 5 65-79 MASTERY	CATEGORY 6 80-94 MASTERY	CATEGORY 7 95-100 MASTERY
Three	85684	0.6%	2.2%	4.8%	8.5%	18.7%	37.9%	27.4%
Six	87257	0.1	1.5	5.1	10.8	21.8	39.1	21.7
Nine	102078	0.1	1.1	5.2	12.7	26.1	40.3	14.6
Eleven	95173	0.3	1.3	4.2	9.9	20.9	36.5	26.9

in category six but a large increase in category seven. In grade six, both category six and seven had equal increments. In grade eleven, there was a large increase in category six and a decrease in category seven.

The above patterns in the distribution of Minimum Basic Skills scores also indicate that more students are passing the test this year with higher scores. There is a substantial increase in the percent of students scoring in the upper regions of the distribution (categories six and seven), and a concomitant decrease in the percentage scoring in the lower regions of the distribution (categories one through four). The increases in the percent passing the test are not due to slight increases in performance around the statewide standard. If this were so, the percent of students in category five on both tests would have increased. Across all grade levels and all tests the percent of students in category five decreased.

Table 11 shows the percentage of districts statewide where 100 percent of students in the district met or exceeded the state standard on the Minimum Basic Skills tests in 1977-78, 1978-79, 1979-80. Between 8.6 and 28.7 percent of all districts in the state had every third and sixth grader in their district pass the reading and/or mathematics Minimum Basic Skills test in 1979-80. The largest increase over the three years was in third grade reading where 18.6 percent more districts had 100 percent of their students above standard in 1980 than in

TABLE 11

NEW JERSEY MINIMUM BASIC SKILLS TEST

PERCENT OF DISTRICTS WITH 100 PERCENT OF STUDENTS MEETING OR EXCEEDING THE STATE MINIMUM STANDARD
1977-78, 1978-79, 1979-80

GRADE	ONE HUNDRED PERCENT			CHANGE FROM 1977-1980
	1977-78	1978-79	1979-80	
Three Reading	10.1%	16.1%	28.7%	+18.6
Three Mathematics	4.1	4.2	11.3	+ 7.2
Six Reading	2.3	1.9	8.6	+ 6.3
Six Mathematics	3.1	3.9	11.3	+ 8.2
Nine Reading	0.0	0.0	0.0	0.0
Nine Mathematics	0.0	0.4	0.0	0.0
Eleven Reading	1.5	0.0	0.7	- 0.8
Eleven Mathematics	0.0	0.0	0.0	0.0

1978. Sixth grade mathematics showed the second largest increase in percent of districts with all students above standard, increasing 8.2 percent from 3.1 percent in 1978 to 11.3 percent in 1980.

There were no districts in the state where 100 percent of the students in grade nine, in reading or mathematics, or in grade eleven mathematics passed the test. In grade eleven, 1.5 percent of the districts in 1978 and .7 percent of the districts in 1980 had all of their students above standard on the reading Minimum Basic Skills test.

It should be noted that although a district may have all of its students above standard, that does not provide any indication as to how much above the cut-off students actually scored. For example, district A and B may both have 100 percent of their sixth grade students at or above standard in mathematics. District A's average score, however, in sixth grade mathematics may be 78.9 while district B's average is 93.2. The percent of students above average does not refer to the level of performance of those students but only to the fact that they were at or above standard.

MINIMUM BASIC SKILLS TEST
RESULTS BY DISTRICT FACTOR GROUPING

Tables 12, 13 and 14 present statewide Minimum Basic Skills results (percentage of students meeting or exceeding the state standards) by the socioeconomic status of the districts. The measure of socioeconomic status used by

TABLE 12

PERCENT OF STUDENTS MEETING OR EXCEEDING
THE PROFICIENCY STANDARD BY DISTRICT FACTOR GROUP
1977-78

STATE	GRADE THREE		GRADE SIX		GRADE NINE		GRADE ELEVEN	
DFG	Read	Math	Read	Math	Read	Math	Read	Math
A	64.8%	49.0%	49.5%	40.9%	50.0%	46.1%	73.9%	63.9%
B	84.8	70.0	70.1	64.0	70.6	68.1	89.5	82.7
C	86.3	74.8	73.9	70.0	72.8	71.3	88.6	82.4
D	91.7	80.5	79.3	73.9	80.1	78.9	91.5	86.4
E	94.1	83.7	82.0	79.0	83.7	83.0	93.5	88.3
F	93.7	85.2	84.7	79.5	84.6	83.9	94.3	88.8
G	94.6	85.6	84.3	81.4	85.2	84.4	93.5	87.9
H	95.0	87.4	86.3	82.0	86.7	85.0	94.1	89.1
I	96.2	89.3	89.1	86.4	90.8	89.9	96.0	92.4
J	96.9	90.5	90.9	89.4	91.0	87.9	96.6	92.5
V	*	*	*	*	62.7	65.0	81.2	74.6
Z	91.4	80.7	81.4	78.3	78.1	78.6	89.0	80.7
TOTAL	86.3%	75.3%	75.3%	70.4%	76.3%	74.5%	89.9%	84.0%

*No vocational LEAs with third or sixth grades.

TABLE 13

PERCENT OF STUDENTS MEETING OR EXCEEDING
THE PROFICIENCY STANDARD BY DISTRICT FACTOR GROUP
1978-79

STATE	GRADE THREE		GRADE SIX		GRADE NINE		GRADE ELEVEN	
DFG	Read	Math	Read	Math	Read	Math	Read	Math
A	66.9%	49.7%	47.3%	41.1%	51.3%	49.5%	64.6%	57.5%
B	87.5	71.4	70.7	65.6	71.6	73.1	80.0	74.8
C	88.8	75.4	74.3	70.3	73.0	74.8	82.6	77.6
D	92.8	81.3	78.4	73.3	79.6	82.0	85.6	81.9
E	95.1	85.4	83.0	80.6	83.9	86.0	88.9	84.3
F	96.1	87.5	82.5	79.1	83.2	84.9	89.3	86.3
G	95.7	87.6	84.5	81.7	84.7	86.5	90.5	86.4
H	96.4	87.7	85.7	81.9	86.1	87.8	90.4	86.8
I	97.0	89.8	89.0	86.2	90.5	92.1	93.2	90.5
J	97.5	90.8	90.7	88.6	90.0	90.4	93.0	89.3
V	*	*	*	*	61.7	68.1	69.4	70.0
Z	94.5	82.5	80.4	78.4	77.5	82.6	82.8	76.1
TOTAL	87.7%	76.1%	74.5%	70.4%	76.0%	77.2%	84.2%	79.9%

*No vocational LEAs with third or sixth grades.

TABLE 14

PERCENT OF STUDENTS MEETING OR EXCEEDING
THE PROFICIENCY STANDARD BY DISTRICT FACTOR GROUP
1979-80

STATE	GRADE THREE		GRADE SIX		GRADE NINE		GRADE ELEVEN	
DFG	Read	Math	Read	Math	Read	Math	Read	Math
A	75.4%	64.0%	55.4%	59.1%	54.2%	54.2%	69.0%	63.8%
B	92.6	82.8	80.9	80.9	74.9	78.3	84.7	79.3
C	93.7	86.2	83.0	84.5	76.5	79.6	86.5	82.5
D	96.5	90.0	88.2	87.1	83.6	84.8	90.7	86.5
E	98.1	91.9	90.0	90.8	86.8	89.5	93.3	90.0
F	96.9	91.8	91.1	90.4	88.3	90.8	93.0	89.3
G	97.5	92.1	91.5	90.6	88.7	89.3	93.5	89.6
H	97.8	91.5	91.8	90.3	89.8	90.2	93.8	90.4
I	98.3	93.3	94.4	93.7	92.5	94.5	95.6	92.6
J	98.7	94.0	95.5	95.5	93.1	93.0	96.4	93.2
V	*	*	*	*	65.3	70.0	78.2	76.2
Z	96.5	89.1	90.9	90.3	83.5	85.7	88.5	86.4
TOTAL	91.5%	83.9%	82.0%	82.6%	79.5%	80.9%	88.2%	84.3%

*No vocational LEAs with third or sixth grades.

the Department of Education is District Factor Grouping (or DFG), a scale based on United States census information.[3] Ten units are used to categorize local educational agencies ranging from District Factor Group A, the lowest socioeconomic status unit in which most large urban distircts belong, to District Factor Group J, the unit with the highest socioeconomic status districts. Group Z contains districts for which no census information was available. Vocational school districts, that draw students from a relatively large and varied area within each county, constitute District Factor Group V.

The analysis of Minimum Basic Skills results by District Factor Group from 1977-80 show the most improvement in districts at the lower end of the socioeconomic status scale. While scores in District Factor Group A still remain far below those in the upper groups, improvement has been demonstrated by the increasing percent of students attaining mastery of the minimum basic skills.

Comparing the Minimum Basic Skills test results for each District Factor Group over three years (1977-78 to 1979-80) based upon the percent of students meeting the statewide standard, several trends become apparent. As Table 15 indicates, there were increases in the percent of students meeting the standard in each District Factor Group at grades three, six and nine in both reading and mathematics. Declines were observed in eleventh grade reading for District Factor Groups F, H, I, J, Z and vocational districts. District Factor Groups A and B demonstrated the greatest gains in the percent

[3]See Appendix D for District Factor Group and Community Type information.

TABLE 15

CHANGES IN THE PERCENT OF STUDENTS
WHO MET OR EXCEEDED THE STATE STANDARD ON THE
MINIMUM BASIC SKILLS TEST BY DISTRICT FACTOR GROUP

GRADE THREE

DFG	1978-1979		1979-1980		1978-1980	
	Read	Math	Read	Math	Read	Math
A	+ 2.08	+ 0.76	+ 8.50	+14.26	+10.57	+15.03
B	+ 2.72	+ 1.66	+ 5.11	+11.38	+ 7.82	+13.04
C	+ 2.48	+ 0.61	+ 4.84	+10.77	+ 7.32	+11.39
D	+ 1.05	+ 0.84	+ 3.68	+ 8.69	+ 4.73	+ 9.53
E	+ 1.08	+ 2.20	+ 2.93	+ 6.04	+ 4.00	+ 8.24
F	+ 2.44	+ 2.30	+ 0.78	+ 4.29	+ 3.22	+ 6.60
G	+ 1.00	+ 1.96	+ 1.89	+ 4.54	+ 2.90	+ 6.50
H	+ 1.39	+ 0.29	+ 1.34	+ 3.82	+ 2.73	+ 4.11
I	+ 0.82	+ 0.47	+ 1.28	+ 3.45	+ 2.10	+ 3.92
J	+ 0.55	+ 0.34	+ 1.20	+ 3.18	+ 1.74	+ 3.52
V	*	*	*	*	*	*
Z	+ 3.11	+ 1.84	+ 1.91	+ 6.60	+ 5.02	+ 8.44

GRADE SIX

DFG	1978-1979		1979-1980		1978-1980	
	Read	Math	Read	Math	Read	Math
A	- 2.27	+ 0.22	+ 8.08	+18.03	+ 5.81	+18.26
B	+ 0.69	+ 1.55	+10.18	+15.27	+10.87	+16.81
C	+ 0.45	+ 0.26	+ 8.67	+14.21	+ 9.11	+14.47
D	- 0.85	- 0.57	+ 9.75	+13.77	+ 8.90	+13.21
E	+ 0.97	+ 1.59	+ 7.09	+10.18	+ 8.06	+11.77
F	- 2.17	- 0.40	+ 8.53	+11.29	+ 6.37	+10.89
G	+ 0.19	+ 0.33	+ 6.98	+ 8.91	+ 7.17	+ 9.25
H	- 0.56	- 0.06	+ 6.04	+ 8.39	+ 5.48	+ 8.33
I	- 0.07	- 0.15	+ 5.42	+ 7.50	+ 5.35	+ 7.35
J	- 0.28	- 0.78	+ 4.81	+ 6.92	+ 4.52	+ 6.14
V	*	*	*	*	*	*
Z	- 1.06	+ 0.04	+10.57	+11.89	+ 9.51	+11.93

*No vocational LEAs with third or sixth grades.

TABLE 15
(continued)

GRADE NINE

DFG	1978-1979		1979-1980		1978-1980	
	Read	Math	Read	Math	Read	Math
A	+ 1.32	+ 3.34	+ 2.87	+ 4.74	+ 4.18	+ 8.08
B	+ 0.99	+ 4.92	+ 3.29	+ 5.26	+ 4.28	+10.17
C	+ 0.20	+ 3.52	+ 3.47	+ 4.75	+ 3.67	+ 8.27
D	- 0.44	+ 3.08	+ 3.92	+ 2.81	+ 3.48	+ 5.89
E	+ 0.27	+ 3.23	+ 2.89	+ 3.46	+ 3.16	+ 6.69
F	- 1.47	+ 1.02	+ 5.12	+ 5.87	+ 3.65	+ 6.89
G	- 0.52	+ 2.08	+ 4.00	+ 2.84	+ 3.48	+ 4.92
H	- 0.66	+ 2.77	+ 3.59	+ 2.20	+ 2.93	+ 4.96
I	- 0.35	+ 2.19	+ 2.03	+ 2.48	+ 1.68	+ 4.67
J	- 0.96	+ 2.49	+ 3.07	+ 2.57	+ 2.12	+ 5.06
V	- 0.95	+ 3.12	+ 3.52	+ 1.85	+ 2.57	+ 4.97
Z	- 0.65	+ 4.03	+ 6.06	+ 3.06	+ 5.41	+ 7.09

GRADE ELEVEN

DFG	1978-1979		1979-1980		1978-1980	
	Read	Math	Read	Math	Read	Math
A	- 9.25	- 6.46	+ 4.42	+ 6.38	- 4.83	- 0.08
B	- 9.46	- 7.90	+ 4.70	+ 4.49	- 4.76	- 3.40
C	- 5.96	- 4.76	+ 3.91	+ 4.82	- 2.05	- 0.06
D	- 5.89	- 4.61	+ 5.03	+ 4.65	- 0.85	+ 0.14
E	- 4.53	- 4.04	+ 4.36	+ 5.76	- 0.17	+ 1.72
F	- 4.95	- 2.49	+ 3.65	+ 3.02	- 1.31	+ 0.53
G	- 3.06	- 1.53	+ 3.06	+ 3.26	0.00	+ 1.72
H	- 3.67	- 2.30	+ 3.26	+ 3.48	- 0.41	+ 1.18
I	- 2.82	- 1.90	+ 2.34	+ 2.10	- 0.48	+ 0.20
J	- 3.53	- 3.16	+ 3.42	+ 3.84	- 0.11	+ 0.68
V	-11.81	- 4.67	+ 8.80	+ 6.23	- 3.01	+ 1.56
Z	- 6.14	- 4.55	+ 5.68	+10.25	- 0.46	+ 5.70

of students meeting the standard for mathematics and reading across all grades except for eleventh grade mathematics, where District Factor Group Z showed the highest increase. It should be noted that the smallest gains were made by District Factor Group districts whose mean scores were the highest, while the greatest gains were made by districts in district factor groups whose results were the lowest.

MINIMUM BASIC SKILLS TEST RESULTS BY COMMUNITY TYPE

To further analyze the results of the 1977-78 Minimum Basic Skills tests, students' scores were grouped according to the type of community in which their school district was located. Table 16 presents this information. For each of the three years of Minimum Basic Skills testing, the greatest percent of students who met the minimum standard was in the suburban and regional school distircts; the smallest percent of students meeting the standard was in the urban school districts. The performance of students in rural districts lay between those in urban and suburban districts. Yet when Minimum Basic Skills test results are analyzed by community type, urban districts are shown to have gained the most over three years followed by suburban type areas (see Table 17).

Except for the eleventh grade, the percent of students meeting basic skills standards in urban districts has risen since 1978. The three year increase, by grade and skills area, are:

TABLE 16

PERCENT OF STUDENTS MEETING OR EXCEEDING
THE PROFICIENCY STANDARD BY COMMUNITY TYPE

	Community Type														
GRADE	REGIONAL			URBAN			SUBURBAN			RURAL			VOCATIONAL		
	77-78	78-79	79-80	77-78	78-79	79-80	77-78	78-79	79-80	77-78	78-79	79-80	77-78	78-79	79-80
Three Reading	95.3%	96.0%	96.9%	78.0%	79.6%	85.1%	94.9%	95.9%	97.7%	89.2%	91.0%	95.1%	*	*	*
Three Matheratics	86.1	86.3	90.3	65.2	65.6	76.0	86.3	87.5	92.0	77.4	78.2	87.6	*	*	*
Six Reading	87.2	85.0	91.6	65.6	63.9	71.4	85.4	85.1	91.9	77.6	77.7	87.8	*	*	*
Six Mathematics	81.5	79.0	88.3	59.5	59.3	73.2	82.5	82.1	91.6	71.5	73.1	87.5	*	*	*
Nine Reading	86.1	85.3	88.7	66.7	67.3	70.1	86.1	85.0	88.7	75.7	74.9	80.7	62.7%	61.7%	65.3%
Nine Mathematics	85.0	87.2	90.0	64.4	67.6	71.4	84.3	86.2	89.7	74.9	78.2	85.0	65.0	68.1	70.0
Eleven Reading	94.1	90.0	93.4	85.1	78.8	82.3	94.5	89.7	93.9	90.4	81.6	87.4	81.2	69.4	78.2
Eleven Mathematics	89.2	86.6	90.0	78.0	73.4	77.8	89.7	85.8	90.4	84.0	77.4	84.4	74.6	70.0	76.2

*No vocational LEAs with third or sixth grades.

TABLE 17

CHANGES IN THE PERCENT OF STUDENTS MEETING OR EXCEEDING STATE STANDARD ON THE MINIMUM BASIC SKILLS TEST BY COMMUNITY TYPE

GRADE	Community Type														
	REGIONAL			URBAN			SUBURBAN			RURAL			VOCATIONAL		
	78-79	79-80	78-80	78-79	79-80	78-80	78-79	79-80	78-80	78-79	79-80	78-80	78-79	79-80	78-80
Three Reading	+ 0.71	+ 0.91	+ 1.62	+ 1.64	+ 5.44	+ 7.08	+ 1.04	+ 1.78	+ 2.82	+ 1.78	+ 4.07	+ 5.85	*	*	*
Three Mathematics	+ 0.27	+ 3.92	+ 4.19	+ 0.40	+10.34	+10.75	+ 1.25	+ 4.52	+ 5.76	+ 0.77	+ 9.40	+10.17	*	*	*
Six Reading	- 2.18	+ 6.60	+ 4.42	- 1.71	+ 7.48	+ 5.77	- 0.28	+ 6.81	+ 6.52	+ 0.19	+10.01	+10.20	*	*	*
Six Mathematics	- 2.44	+ 9.30	+ 6.85	- 0.25	+13.94	+13.69	- 0.38	+ 9.55	+ 9.17	+ 1.52	+14.38	+15.90	*	*	*
Nine Reading	- 0.78	+ 3.27	+ 2.49	+ 0.68	+ 2.76	+ 3.44	- 1.16	+ 3.77	+ 2.61	- 0.75	+ 5.73	+ 4.97	- 0.95	+ 3.52	+ 2.57
Nine Mathematics	+ 2.25	+ 2.76	+ 5.01	+ 3.23	+ 3.82	+ 7.05	+ 1.92	+ 3.48	+ 5.41	+ 3.33	+ 6.77	+10.10	+ 3.13	+ 1.85	+ 4.97
Eleven Reading	- 4.14	+ 3.36	- 0.79	- 6.35	+ 3.53	- 2.81	- 4.73	+ 4.17	- 0.56	- 8.82	+ 5.77	- 3.05	-11.81	+ 8.80	- 3.01
Eleven Mathematics	- 2.58	+ 3.34	+ 0.76	- 4.62	+ 4.33	- 0.29	- 3.86	+ 4.55	+ 0.69	- 6.59	+ 7.00	+ 0.41	- 4.67	+ 6.23	+ 1.56

No vocational LEAs with third or sixth grades.

- Third grade reading, up 7.1 percent.
- Third grade mathematics, up 10.8 percent.
- Sixth grade reading, up 5.8 percent.
- Sixth grade mathematics, up 13.7 percent.
- Ninth grade reading, up 3.4 percent.
- Ninth grade mathematics, up 7.1 percent.
- Eleventh grade reading, down 2.8 percent.
- Eleventh grade mathematics, down 0.3 percent.

MINIMUM BASIC SKILLS TEST RESULTS BY GEOGRAPHIC REGION

A further analysis of the Minimum Basic Skills test results centers on the grouping of districts by geographic region (Table 18). The 21 counties of New Jersey are grouped into four regions each served by an Educational Improvement Center (EIC), an intermediate unit of the Department of Education. EIC-South encompasses all local educational agencies in Atlantic, Camden, Cape May, Cumberland, Gloucester, and Salem counties; EIC-Central contains local educational agencies in Burlington, Mercer, Middlesex, Monmouth and Ocean counties; EIC-Northeast includes local educational agencies in Bergen, Essex, Hudson and Union counties; EIC-Northwest includes local educational agencies from Hunterdon, Morris, Passaic, Somerset, Sussex and Warren counties. The results for all eight tests indicated similar performance by students in the Northeast and Southern regions and also similar performance by students in the Northwest and Central regions of the state. It must be

TABLE 18

PERCENT OF STUDENTS MEETING OR EXCEEDING
THE PROFICIENCY STANDARD BY EIC REGION

GRADE	EIC Region											
	CENTRAL			NORTHEAST			NORTHWEST			SOUTH		
	77-78	78-79	79-80	77-78	78-79	79-80	77-78	78-79	79-80	77-78	78-79	79-80
Three Reading	89.6%	91.3%	94.8%	81.4%	82.4%	86.5%	90.8%	92.4%	94.0%	84.6%	86.1%	92.1%
Three Mathematics	79.1	80.7	87.8	70.2	69.7	78.0	81.8	83.4	88.0	70.8	71.7	83.7
Six Reading	78.1	77.9	86.1	71.0	69.6	75.8	81.6	80.4	86.6	71.2	70.7	81.6
Six Mathematics	73.7	74.6	86.3	66.0	65.0	77.4	78.2	77.8	86.2	63.9	64.6	82.0
Nine Reading	79.2	79.1	82.1	72.0	72.0	75.2	80.8	80.2	84.0	74.6	73.7	77.9
Nine Mathematics	77.1	79.8	83.8	69.4	72.6	76.1	80.6	82.8	85.2	72.9	75.1	80.5
Eleven Reading	90.9	85.5	90.1	87.9	82.4	86.1	91.7	87.4	90.1	90.0	81.6	86.4
Eleven Mathematics	85.1	81.0	85.6	81.7	77.6	82.0	86.8	83.9	86.8	83.1	77.6	83.6

remembered that there is a variety of types of districts in all four EIC regions. Therefore, the EIC regional results reflect these combinations of different types of districts.

MINIMUM BASIC SKILLS TEST RESULTS FOR URBAN CENTERS

New Jersey has an unusually large number of urban centers along with its many rural and farming communities. Thirty-two cities receive federal funds specifically earmarked for urban areas. This group of cities are New Jersey's federal aid districts and contain nearly one fourth of the state's total school population. Table 19 contains Minimum Basic Skills test information on the number of students in the urban 32 school districts who scored at or above state standards on the reading and mathematics Minimum Basic Skills tests.

In each of the three years that the Minimum Basic Skills tests were administered, a larger percent of urban students met or exceeded the state standard in the area of reading than in the area of mathematics at all grade levels. One exception is sixth grade, where in 1980 approximately 3 percent more students passed the mathematics test than passed the reading test. Sixth grade mathematics also showed the largest percent increase, 17 percent more students at or above the state standard, in 1980 than in either of the two previous years. Third grade reading was another area of great improvement with the results showing that 10 percent and 7 percent more students in 1980 demonstrated mastery than in 1978

TABLE 19

PERCENT OF STUDENTS IN "URBAN 32" DISTRICTS
AND STATEWIDE WHO MET OR EXCEEDED STATE STANDARD
ON THE MINIMUM BASIC SKILLS TEST

GRADE	TEST	1977-78		1978-79		1979-80	
		Urban	Non Urban	Urban	Non Urban	Urban	Non Urban
Three	Reading	66.2%	86.3%	68.6%	87.7%	76.4%	91.5%
	Mathematics	50.7	75.3	52.3	76.1	65.4	83.9
Six	Reading	51.4	75.3	49.3	74.5	56.6	82.0
	Mathematics	43.0	70.4	43.1	70.4	60.0	82.6
Nine	Reading	52.3	76.3	53.5	76.0	66.7	84.2
	Mathematics	48.3	74.5	56.4	79.4	70.0	88.2
Eleven	Reading	75.4	90.0	52.0	77.2	59.4	79.9
	Mathematics	65.8	84.0	56.5	80.9	65.1	84.3

TABLE 20

CHANGE IN PERCENT OF STUDENTS IN "URBAN 32" DISTRICTS
WHO MET OR EXCEEDED STATE STANDARD ON THE
MINIMUM BASIC SKILLS TEST FROM 1978 TO 1980

		Change in Percent of Students Passing MBS Test		
GRADE	TEST	1978-1979	1979-1980	1978-1980
Three	Reading	+ 2.49%	+ 7.73%	+10.22%
	Mathematics	+ 1.57	+13.09	+14.65
Six	Reading	- 2.10	+ 7.30	+ 5.20
	Mathematics	+ 0.08	+16.83	+16.91
Nine	Reading	+ 1.23	+ 2.85	+ 4.08
	Mathematics	+ 3.74	+ 4.48	+ 8.22
Eleven	Reading	- 8.67	+ 4.23	- 4.43
	Mathematics	- 6.45	+ 5.74	- 0.71

and 1979, respectively. Ninth grade reading and mathematics are two areas that have shown a steady improvement over the three years even though these are the test areas where the smallest percent of students scored at or above the cut-off score on the Minimum Basic Skills tests (see Table 20).

Sixth grade reading and eleventh grade reading and mathematics decreases in the percent of students passing the tests between 1978 and 1979 were reversed although the 1980 eleventh grade figures are still below the 1978 level.

This analysis shows that while there is still much room for improvement in terms of the percent of students in the urban 32 districts who have yet to demonstrate their proficiency in minimum basic reading and mathematics skills, a definite improvement is underway.

DISTRICT-LEVEL MINIMUM BASIC SKILLS TEST SCORE ANALYSES

Up to this point, the data in this report have been presented in summary form, aggregated for the state as a whole, or by District Factor Group, community type, region or urban 32 designation. Table 21 presents Minimum Basic Skills test information by county for each operating school district in New Jersey. The table first identifies each district within the county in alphabetical order by name, District Factor Group (see page 120 for explanation) and community type. Data are presented for reading and mathematics separately. The next three columns of figures provide the percent of students in

1978, 1979 and 1980 who scored at or above the state standard on the reading Minimum Basic Skills test, followed by the overall percent of students within the district who scored at or above the cut-off score on the reading Minimum Basic Skills test for all three years. Column nine (R ACH) provides the results of the analysis of the district's achievement in reading over the three year period. If the RPCT, the average percent of students passing the Minimum Basic Skills reading tests from 1978 to 1980, is at least 85 percent, the district's achievement level in reading is considered HIGH. If the RPCT is between 65 percent and 84.9 percent, the district is categorized as a MODERATE achievement district in reading. If the RPCT is 64.9 percent or below, the district is a LOW achievement district in reading.

Columns seven and eight, RIMPROVE and RDECLINE, contain the highest and lowest percentages in a range based on the 1978 percent of students passing the reading test. Any percent falling within that range are considered statistically similar; in other words, there would be no statistically-significant difference between any two percent that were both within that range. The range is called a confidence interval and is used to analyze the trend of each district's performance on the Minimum Basic Skills test from 1978 to 1980. The RTREND column displays the result of this analysis. If the 1980 percent of students scoring at or above state standard is higher than the percent shown in RIMPROVE, the district is categorized as IMPROVING. If the 1980 test figure is lower

than the RDECLINE amount, the district's achievement in reading is DECLINING. Finally, if the 1980 figure falls between the amounts shown in RIMPROVE and RDECLINE, i.e., within the confidence interval, the district's Minimum Basic Skills achievement level in reading is considered STABLE.

The MPCT through MTREND columns provide comparable information related to each district's Minimum Basic Skills performance in mathematics.

TABLE 21

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=ATLANTIC

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
ABSECON CITY	G	SUBURBAN	90.18	86.84	96.35	91.09	94.08	86.28	HIGH
ATLANTIC CITY	A	URBAN CTR	57.17	55.26	69.26	60.24	59.14	55.21	LOW
BRIGANTINE CITY	E	SUBURBAN	90.00	89.55	95.93	91.78	95.37	84.63	HIGH
BUENA REGIONAL	A	RURAL	80.39	73.88	80.69	78.32	83.30	77.48	MODERATE
EGG HARBOR CITY	B	RUR CTR RUR	72.60	70.59	85.14	75.86	82.83	62.37	MODERATE
EGG HARBOR TWP	B	RURAL	72.34	77.07	82.98	77.65	76.13	68.55	MODERATE
ESTELL MANOR CITY	Z	RURAL	88.89	81.25	100.00	90.24	100.00	74.37	HIGH
FOLSOM BORO	Z	RURAL	87.32	91.84	98.53	92.55	95.06	79.58	HIGH
GALLOWAY TWP	C	RURAL	82.27	81.38	86.36	83.17	86.73	77.81	MODERATE
GREATER EGG HARBOR REG H	B	RURAL	81.54	74.03	79.57	78.33	83.53	79.55	MODERATE
HAMILTON TWP	B	RUR CTR RUR	70.57	82.38	91.70	81.20	76.05	65.08	MODERATE
HAMMONTON TOWN	A	RUR CTR RUR	84.79	77.48	85.83	82.68	87.37	82.21	MODERATE
LINWOOD CITY	H	SUBURBAN	91.33	93.94	99.42	94.71	95.27	87.59	HIGH
MAINLAND REG H	F	REGIONAL	94.13	93.10	91.82	93.02	95.82	92.45	HIGH
MARGATE CITY	H	URBAN SUB	93.78	97.28	97.63	96.09	97.05	90.51	HIGH
MULLICA TWP	A	RURAL	75.32	80.00	95.00	83.70	82.13	68.52	MODERATE
NORTHFIELD CITY	F	SUBURBAN	90.87	92.57	98.04	93.71	94.59	87.15	HIGH
PLEASANTVILLE CITY	B	URBAN SUB	50.00	52.38	56.82	52.99	53.38	46.62	LOW
PORT REPUBLIC CITY	Z	RURAL	100.00	95.45	100.00	98.63			HIGH
SOMERS POINT CITY	F	SUBURBAN	97.58	93.63	93.72	94.86	99.68	95.49	HIGH
VENTNOR CITY	F	URBAN SUB	86.89	87.43	92.74	88.97	91.78	81.99	HIGH
WEYMOUTH TWP	Z	RURAL	77.78	90.63	100.00	90.91	93.46	62.10	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
ABSECON CITY	IMPROVE	76.79	82.54	93.16	83.75	87.31	71.26	MODERATE	IMPROVE
ATLANTIC CITY	IMPROVE	46.27	43.64	66.17	51.51	48.25	44.29	LOW	IMPROVE
BRIGANTINE CITY	IMPROVE	84.17	85.07	94.31	87.80	90.70	77.64	HIGH	IMPROVE
BUENA REGIONAL	STABLE	69.99	60.35	74.60	68.34	73.35	66.62	MODERATE	IMPROVE
EGG HARBOR CITY	IMPROVE	67.12	45.88	79.45	63.20	77.90	56.35	LOW	IMPROVE
EGG HARBOR TWP	IMPROVE	54.00	55.00	76.74	62.06	58.22	49.79	LOW	IMPROVE
ESTELL MANOR CITY	STABLE	83.33	87.50	100.00	91.46	100.00	66.12	HIGH	STABLE
FOLSOM BORO	IMPROVE	88.73	69.39	91.18	84.57	96.09	81.38	MODERATE	STABLE
GALLOWAY TWP	STABLE	70.36	75.60	86.78	77.12	75.71	65.01	MODERATE	IMPROVE
GREATER EGG HARBOR REG H	STABLE	77.36	71.40	78.61	75.77	79.55	75.21	MODERATE	STABLE
HAMILTON TWP	IMPROVE	55.68	74.07	85.06	71.12	61.67	49.69	MODERATE	IMPROVE
HAMMONTON TOWN	STABLE	81.81	81.52	84.33	82.54	84.58	79.03	MODERATE	STABLE
LINWOOD CITY	IMPROVE	80.10	86.87	98.27	88.01	85.69	74.51	HIGH	IMPROVE
MAINLAND REG H	DECLINE	89.84	93.07	87.50	90.07	92.00	87.67	HIGH	DECLINE
MARGATE CITY	IMPROVE	87.50	91.30	94.08	90.73	91.99	83.01	HIGH	IMPROVE
MULLICA TWP	IMPROVE	64.94	76.43	91.87	77.97	72.47	57.40	MODERATE	IMPROVE
NORTHFIELD CITY	IMPROVE	81.30	83.17	97.54	87.09	86.34	76.27	HIGH	IMPROVE
PLEASANTVILLE CITY	IMPROVE	35.53	39.28	42.57	39.05	38.77	32.28	LOW	IMPROVE
PORT REPUBLIC CITY		100.00	81.82	90.32	90.41			HIGH	
SOMERS POINT CITY	DECLINE	94.69	92.03	95.02	93.81	97.74	91.63	HIGH	STABLE
VENTNOR CITY	IMPROVE	74.86	72.25	85.47	77.40	81.15	68.58	MODERATE	IMPROVE
WEYMOUTH TWP	IMPROVE	92.59	90.63	92.50	91.92	100.00	82.71	HIGH	STABLE

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NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=BERGEN

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
ALLENDALE BORO	J	SUBURBAN	97.72	95.41	98.49	97.23	99.70	95.74	HIGH
ALPINE BORO	Z	SUB RURAL	90.00	92.68	96.77	93.14	100.00	79.26	HIGH
BERGEN COUNTY VOC	V	VOCATIONAL	77.49	68.99	71.82	72.73	81.03	73.94	MODERATE
BERGENFIELD BORO	F	URBAN SUB	90.82	89.12	93.05	90.94	92.29	89.34	HIGH
BOGOTA BORO	F	URBAN SUB	91.56	89.89	92.35	91.21	94.09	89.02	HIGH
CARLSTADT BORO	B	URBAN SUB	87.50	97.67	98.36	93.62	92.62	82.38	HIGH
CARLSTADT EAST RUTHERFORD	B	REGIONAL	91.06	90.06	95.53	92.07	93.97	88.15	HIGH
CLIFFSIDE PARK BORO	C	URBAN SUB	86.56	87.40	88.14	87.36	88.83	84.28	HIGH
CLOSTER BORO	I	SUBURBAN	93.17	96.35	100.00	96.45	96.62	89.72	HIGH
CRESSKILL BORO	H	SUBURBAN	93.37	90.53	97.01	93.63	95.56	91.19	HIGH
DEMAREST BORO	J	SUBURBAN	94.69	97.06	95.69	95.89	98.82	90.56	HIGH
DUMONT BORO	G	URBAN SUB	92.04	91.24	93.43	92.19	93.59	90.49	HIGH
EAST RUTHERFORD BORO	C	URBAN SUB	85.42	92.03	99.29	93.37	91.18	79.65	HIGH
EDGEWATER BORO	E	URBAN SUB	74.65	77.14	92.16	80.89	84.77	64.53	MODERATE
ELMWOOD PARK	C	URBAN SUB	92.12	90.44	93.35	91.91	94.00	90.24	HIGH
EMERSON BORO	H	URBAN SUB	93.98	96.63	96.98	95.79	96.11	91.86	HIGH
ENGLEWOOD CITY	G	URBAN CTR	72.84	78.45	81.06	77.34	75.57	70.11	MODERATE
ENGLEWOOD CLIFFS BORO	I	SUBURBAN	95.24	94.31	97.22	95.52	98.96	91.52	HIGH
FAIR LAWN BORO	G	URBAN SUB	93.01	91.30	95.94	93.24	94.24	91.78	HIGH
FAIRVIEW BORO	A	URBAN SUB	88.59	86.45	92.03	88.91	93.70	83.49	HIGH
FORT LEE BORO	G	URBAN SUB	93.27	90.14	96.11	93.07	94.90	91.64	HIGH
FRANKLIN LAKES BORO	J	SUBURBAN	97.32	96.19	98.39	97.25	99.15	95.50	HIGH
GARFIELD CITY	A	URBAN CTR	79.62	73.83	84.52	79.31	82.25	77.00	MODERATE
GLEN ROCK BORO	J	SUBURBAN	92.78	94.35	97.89	94.90	94.79	90.77	HIGH
HACKENSACK CITY	D	URBAN CTR	76.61	78.33	83.67	79.36	78.69	74.52	MODERATE

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
ALLENDALE BORO	STABLE	91.32	84.10	99.50	91.68	95.05	87.60	HIGH	IMPROVE
ALPINE BORO	STABLE	86.61	87.36	80.65	84.22	98.83	74.50	HIGH	STABLE
BERGEN COUNTY VOC	DECLINE	70.73	75.27	77.49	74.52	74.39	66.87	MODERATE	IMPROVE
BERGENFIELD BORO	IMPROVE	84.00	87.03	90.23	86.95	85.88	82.13	HIGH	IMPROVE
BOGOTA BORO	STABLE	84.42	88.84	88.15	87.11	87.72	81.11	HIGH	IMPROVE
CARLSTADT BORO	IMPROVE	75.62	96.90	94.26	87.83	82.28	68.97	HIGH	IMPROVE
CARLSTADT EAST RUTHERFORD	IMPROVE	91.87	91.76	95.53	92.94	94.66	89.08	HIGH	IMPROVE
CLIFFSIDE PARK BORO	STABLE	83.66	88.30	88.26	86.72	86.13	81.19	HIGH	IMPROVE
CLOSTER BORO	IMPROVE	87.32	90.37	100.00	92.41	91.87	82.76	HIGH	IMPROVE
CRESSKILL BORO	IMPROVE	92.99	90.94	95.61	93.17	95.23	90.75	HIGH	IMPROVE
DEMAREST BORO	STABLE	90.27	93.38	92.24	92.05	93.73	84.80	HIGH	STABLE
DUMONT BORO	STABLE	88.61	84.53	93.46	88.72	90.43	86.79	HIGH	IMPROVE
EAST RUTHERFORD BORO	IMPROVE	88.19	98.14	96.45	94.39	93.46	82.92	HIGH	IMPROVE
EDGEWATER BORO	IMPROVE	62.38	85.71	98.04	79.62	74.59	52.17	MODERATE	IMPROVE
ELMWOOD PARK	STABLE	88.66	83.46	89.97	87.26	90.88	86.44	HIGH	STABLE
EMERSON BORO	IMPROVE	90.25	96.00	96.99	94.25	92.90	87.60	HIGH	IMPROVE
ENGLEWOOD CITY	IMPROVE	59.35	69.94	77.54	68.70	62.37	56.34	MODERATE	IMPROVE
ENGLEWOOD CLIFFS BORO	STABLE	96.03	94.31	100.00	96.44	99.44	92.62	HIGH	IMPROVE
FAIR LAWN BORO	IMPROVE	91.00	88.20	92.53	90.55	92.39	89.62	HIGH	IMPROVE
FAIRVIEW BORO	STABLE	89.26	84.52	91.24	88.21	94.23	84.29	HIGH	STABLE
FORT LEE BORO	IMPROVE	90.50	89.70	96.25	91.95	92.41	88.59	HIGH	IMPROVE
FRANKLIN LAKES BORO	STABLE	94.00	95.17	96.77	95.23	96.69	91.31	HIGH	IMPROVE
GARFIELD CITY	IMPROVE	78.85	72.65	88.02	79.77	81.51	76.18	MODERATE	IMPROVE
GLEN ROCK BORO	IMPROVE	88.52	93.43	92.46	91.45	91.00	86.04	HIGH	IMPROVE
HACKENSACK CITY	IMPROVE	73.35	73.79	81.90	76.13	75.53	71.17	MODERATE	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=BERGEN

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
HARRINGTON PARK BORO	J	SUBURBAN	90.21	99.16	97.22	95.32	95.08	85.34	HIGH
HASBROUCK HEIGHTS BORO	G	URBAN SUB	89.21	90.79	92.07	90.63	91.81	86.61	HIGH
HAWORTH BORO	J	SUBURBAN	92.04	98.06	100.00	96.26	97.03	87.04	HIGH
HILLSDALE BORO	I	URBAN SUB	95.32	92.78	97.19	95.07	97.71	92.92	HIGH
HO HO KUS BORO	J	URBAN SUB	99.16	99.21	98.23	98.88	100.00	97.52	HIGH
LEONIA BORO	I	URBAN SUB	91.71	89.77	95.53	92.35	94.30	89.11	HIGH
LITTLE FERRY BORO	C	URBAN SUB	87.50	83.78	96.91	89.01	91.99	83.01	HIGH
LODI BOROUGH	B	URBAN SUB	88.10	88.28	91.12	89.10	90.18	86.01	HIGH
LYNDHURST TWP	C	URBAN SUB	87.14	82.32	88.42	85.90	89.41	84.86	HIGH
MAHWAH TWP	H	SUB RURAL	88.42	89.77	91.23	89.75	90.78	86.06	HIGH
MAYWOOD BORO	G	URBAN SUB	91.11	92.98	96.32	93.31	94.83	87.39	HIGH
MIDLAND PARK BORO	G	URBAN SUB	88.89	91.47	95.54	91.81	91.74	86.04	HIGH
MONTVALE BORO	J	SUBURBAN	95.65	94.40	95.15	95.04	98.43	92.87	HIGH
MOONACHIE BORO	B	URBAN SUB	91.07	82.35	88.64	87.42	98.54	83.60	HIGH
NEW MILFORD BORO	G	URBAN SUB	89.63	90.31	92.76	90.83	91.72	87.55	HIGH
NORTH ARLINGTON BORO	D	URBAN SUB	85.77	85.71	94.15	88.18	88.73	82.80	HIGH
NORTHERN HIGHLANDS REG H	J	REGIONAL	95.18	93.97	96.01	95.05	96.78	93.57	HIGH
NORTHERN VALLEY REG	J	SUBURBAN	97.17	94.08	97.40	96.21	98.05	96.30	HIGH
NORTHVALE BORO	G	SUBURBAN	91.55	90.86	92.17	91.51	96.12	86.97	HIGH
NORWOOD BORO	G	SUBURBAN	93.65	93.75	99.21	95.53	97.91	89.39	HIGH
OAKLAND BORO	I	SUBURBAN	92.33	88.18	95.04	91.65	94.84	89.81	HIGH
OLD TAPPAN BORO	J	SUBURBAN	91.57	93.89	97.08	94.01	95.79	87.34	HIGH
ORADELL BORO	J	URBAN SUB	96.95	96.10	97.66	96.86	99.35	94.55	HIGH
PALISADES PARK	C	URBAN SUB	81.96	93.71	95.44	90.02	85.34	78.39	HIGH
PARAMUS BORO	H	SUBURBAN	94.84	92.29	95.24	94.09	95.93	93.76	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
HARRINGTON PARK BORO	IMPROVE	90.91	93.28	93.10	92.38	95.62	86.20	HIGH	STABLE
HASBROUCK HEIGHTS BORO	IMPROVE	82.45	88.29	87.06	85.84	85.64	79.26	HIGH	IMPROVE
HAWORTH BORO	IMPROVE	86.73	91.26	90.72	91.50	92.98	80.47	HIGH	IMPROVE
HILLSDALE BORO	STABLE	86.62	89.35	97.18	90.74	90.48	82.76	HIGH	IMPROVE
HO HO KUS BORO	STABLE	94.96	97.62	95.58	96.09	98.89	91.03	HIGH	STABLE
LEONIA BORO	IMPROVE	89.44	87.27	93.48	90.08	92.36	86.52	HIGH	IMPROVE
LITTLE FERRY BORO	IMPROVE	79.81	76.34	95.65	83.24	85.26	74.35	MODERATE	IMPROVE
LODI BOROUGH	IMPROVE	81.28	82.53	88.48	83.95	83.79	78.76	MODERATE	IMPROVE
LYNDHURST TWP	STABLE	84.62	79.42	87.34	83.69	87.07	82.16	MODERATE	IMPROVE
MAHWAH TWP	IMPROVE	83.90	83.13	85.65	84.19	86.61	81.19	MODERATE	STABLE
MAYWOOD BORO	IMPROVE	97.33	92.98	96.32	95.49	99.44	95.23	HIGH	STABLE
MIDLAND PARK BORO	IMPROVE	84.65	93.32	95.79	90.97	87.91	81.39	HIGH	IMPROVE
MONTVALE BORO	STABLE	89.37	83.12	92.23	88.04	93.57	85.17	HIGH	STABLE
MOONACHIE BORO	STABLE	94.64	58.82	93.18	82.12	100.00	88.15	MODERATE	STABLE
NEW MILFORD BORO	IMPROVE	82.42	86.89	91.75	86.78	85.02	79.81	HIGH	IMPROVE
NORTH ARLINGTON BORO	IMPROVE	83.27	79.19	96.02	85.52	86.44	80.10	HIGH	IMPROVE
NORTHERN HIGHLANDS REG H	STABLE	91.51	93.79	96.33	93.80	93.60	89.42	HIGH	IMPROVE
NORTHERN VALLEY REG	STABLE	94.42	93.69	96.76	94.91	95.63	93.21	HIGH	IMPROVE
NORTHVALE BORO	STABLE	92.75	88.00	92.77	91.02	97.08	88.43	HIGH	STABLE
NORWOOD BORO	IMPROVE	95.24	85.27	97.62	92.65	98.96	91.52	HIGH	STABLE
OAKLAND BORO	IMPROVE	86.28	78.12	89.82	84.41	89.53	83.03	MODERATE	IMPROVE
OLD TAPPAN BORO	IMPROVE	88.96	88.55	94.89	90.72	93.77	84.15	HIGH	IMPROVE
ORADELL BORO	STABLE	96.95	88.83	100.00	94.96	99.35	94.55	HIGH	IMPROVE
PALISADES PARK	IMPROVE	75.10	90.23	93.07	85.63	78.90	71.30	HIGH	IMPROVE
PARAMUS BORO	STABLE	90.64	89.87	93.67	91.27	92.07	89.21	HIGH	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=BERGEN

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
PARK RIDGE BORO	H	SUBURBAN	95.45	90.28	98.39	94.57	97.09	93.80	HIGH
PASCACK VALLEY REG	I	REGIONAL	94.52	92.76	96.10	94.44	95.74	93.30	HIGH
RAMAPO IND HILL REG HS DI	I	REGIONAL	97.00	96.19	96.84	96.69	97.84	96.17	HIGH
RAMSEY BORO	J	SUBURBAN	95.94	93.84	97.66	95.79	97.17	94.71	HIGH
RIDGEFIELD BORO	E	URBAN SUB	89.52	84.87	90.71	88.29	92.27	86.77	HIGH
RIDGEFIELD PARK TWP	E	URBAN SUB	88.81	83.63	94.51	88.90	90.96	86.65	HIGH
RIDGEWOOD TWP	J	SUBURBAN	95.89	94.45	96.76	95.69	96.78	94.99	HIGH
RIVER DELL	I	REGIONAL	89.95	94.28	94.95	92.96	92.32	87.58	HIGH
RIVER EDGE BORO	I	URBAN SUB	92.73	94.57	96.83	94.60	96.16	89.30	HIGH
RIVER VALE TWP	I	SUBURBAN	97.05	97.95	100.00	98.32	99.06	95.03	HIGH
ROCHELLE PARK TWP	F	URBAN SUB	84.76	92.31	91.51	89.40	91.64	77.08	HIGH
RUTHERFORD BORO	G	URBAN SUB	90.37	89.91	96.04	92.02	92.39	88.35	HIGH
SADDLE BROOK TWP	E	URBAN SUB	90.05	84.89	93.42	89.39	92.17	87.93	HIGH
SADDLE RIVER BORO	J	SUBURBAN	97.50	100.00	100.00	99.04	100.00	94.08	HIGH
SOUTH HACKENSACK TWP	D	URBAN SUB	97.62	92.50	96.36	95.62	100.00	93.01	HIGH
TEANECK TWP	I	URBAN SUB	88.44	87.29	93.02	89.51	89.86	87.02	HIGH
TENAFLY BORO	J	SUBURBAN	95.23	94.77	96.82	95.57	96.62	93.84	HIGH
UPPER SADDLE RIVER BORO	J	SUBURBAN	96.66	97.67	99.35	97.86	98.60	94.71	HIGH
WALDWICK BORO	H	URBAN SUB	94.69	95.27	97.12	95.61	96.31	93.07	HIGH
WALLINGTON BORO	A	URBAN SUB	91.00	86.19	93.46	90.10	94.24	87.76	HIGH
WESTWOOD REG SCHOOL DIST	H	REGIONAL	94.11	90.82	92.66	92.52	95.40	92.81	HIGH
WOOD RIDGE BORO	E	URBAN SUB	88.65	84.73	91.73	88.33	91.55	85.74	HIGH
WOODCLIFF LAKE BORO	J	SUBURBAN	97.24	93.33	97.92	96.19	99.42	95.05	HIGH
WYCKOFF TWP	J	SUBURBAN	96.52	98.65	98.69	97.91	98.15	94.90	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
PARK RIDGE BORO	IMPROVE	92.20	86.04	98.39	91.95	94.32	90.08	HIGH	IMPROVE
PASCACK VALLEY REG	IMPROVE	92.66	92.76	94.36	93.23	94.06	91.26	HIGH	IMPROVE
RAMAPO IND HILL REG HS DI	STABLE	95.74	96.31	96.37	96.13	96.73	94.75	HIGH	STABLE
RAMSEY BORO	IMPROVE	94.62	92.68	97.10	94.76	96.03	93.21	HIGH	IMPROVE
RIDGEFIELD BORO	STABLE	87.84	80.37	94.46	87.37	90.77	84.91	HIGH	IMPROVE
RIDGEFIELD PARK TWP	IMPROVE	85.96	83.23	93.81	87.54	88.34	83.58	HIGH	IMPROVE
RIDGEWOOD TWP	STABLE	92.21	93.13	96.59	93.92	93.62	91.01	HIGH	IMPROVE
RIVER DELL	IMPROVE	91.72	93.97	94.94	93.48	93.90	89.54	HIGH	IMPROVE
RIVER EDGE BORO	IMPROVE	89.04	83.71	92.59	89.24	93.18	86.90	HIGH	STABLE
RIVER VALE TWP	IMPROVE	97.41	97.60	100.00	98.32	99.30	95.51	HIGH	IMPROVE
ROCHELLE PARK TWP	STABLE	73.33	89.01	88.68	83.44	81.79	64.87	MODERATE	IMPROVE
RUTHERFORD BORO	IMPROVE	86.11	82.92	92.87	87.18	88.48	83.75	HIGH	IMPROVE
SADDLE BROOK TWP	IMPROVE	87.57	83.97	90.30	87.22	89.91	85.23	HIGH	IMPROVE
SADDLE RIVER BORO	STABLE	90.00	96.88	95.31	93.75	96.57	83.43	HIGH	STABLE
SOUTH HACKENSACK TWP	STABLE	88.10	82.50	98.18	90.51	97.89	78.30	HIGH	IMPROVE
TEANECK TWP	IMPROVE	80.17	82.43	91.58	84.41	81.94	78.39	MODERATE	IMPROVE
TENAFLY BORO	IMPROVE	92.66	92.82	93.17	92.88	94.36	90.95	HIGH	STABLE
UPPER SADDLE RIVER BORO	IMPROVE	95.14	96.35	97.39	96.26	97.46	92.81	HIGH	STABLE
WALDWICK BORO	IMPROVE	91.68	93.50	95.27	93.36	93.68	89.68	HIGH	IMPROVE
WALLINGTON BORO	STABLE	84.33	84.13	85.34	84.59	88.45	80.22	MODERATE	STABLE
WESTWOOD REG SCHOOL DIST	DECLINE	92.22	90.40	91.91	91.49	93.69	90.15	HIGH	STABLE
WOOD RIDGE BORO	IMPROVE	82.53	80.10	93.80	85.22	86.01	79.06	HIGH	IMPROVE
WOODCLIFF LAKE BORO	STABLE	94.93	91.33	94.27	93.55	97.85	92.01	HIGH	STABLE
WYCKOFF TWP	IMPROVE	94.48	96.40	94.09	94.96	96.50	92.45	HIGH	STABLE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=BURLINGTON

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
BASS RIVER TWP	J	RURAL	80.77	92.31	94.00	88.65	91.48	70.06	HIGH
BEVERLY CITY	B	URBAN SUB	83.54	77.21	96.92	85.71	91.72	75.37	HIGH
BORDENTOWN AREA REG	E	REGIONAL	77.20	83.00	79.04	80.10	81.74	72.07	MODERATE
BORDENTOWN CITY	C	URBAN SUB	66.34	78.75	91.95	78.36	75.55	74.12	MODERATE
BORDENTOWN TWP	F	SUBURBAN	84.46	92.27	98.61	91.75	90.30	78.62	HIGH
BURLINGTON CITY	A	URBAN SUB	69.95	75.50	79.42	74.80	73.20	66.69	MODERATE
BURLINGTON CTY VOC	V	VOCATIONAL	79.63	71.90	79.24	76.84	82.60	76.66	MODERATE
BURLINGTON TWP	E	URBAN SUB	78.67	76.13	87.13	80.50	81.72	75.63	MODERATE
CHESTERFIELD TWP	Z	RURAL	87.95	92.31	94.52	91.45	94.96	80.95	HIGH
CINNAMINSON TWP	I	URBAN SUB	96.57	97.58	95.49	96.59	97.59	95.56	HIGH
DELANCO TWP	G	URBAN SUB	77.27	83.65	95.74	85.06	85.10	69.44	HIGH
DELRAN TWP	F	SUB RURAL	85.84	83.69	92.57	87.28	88.10	83.58	HIGH
EASTAMPTON TWP	H	URBAN SUB	94.87	93.33	98.98	95.74	98.87	90.87	HIGH
EDGEWATER PARK	G	SUB RURAL	80.61	83.64	95.94	86.80	85.39	75.83	HIGH
EVESHAM TWP	Z	RUR CTR RUR	86.78	88.54	90.57	88.65	89.40	84.16	HIGH
FIELDSBORO BORO	B	SUBURBAN	100.00	92.31	71.43	88.89			HIGH
FLORENCE TWP	B	SUB RURAL	92.21	89.15	92.31	91.17	94.80	89.62	HIGH
HAINESPORT TWP	G	REGIONAL	85.91	83.08	98.55	89.22	93.91	77.52	HIGH
LENAPE REG H	F	RURAL	93.27	90.46	94.04	92.57	94.26	92.28	HIGH
LUMBERTON TWP	C	RURAL	77.69	78.86	85.94	80.91	85.10	70.27	MODERATE
MANSFIELD TWP	D	SUBURBAN	93.51	93.94	93.33	93.56	99.01	88.00	HIGH
MAPLE SHADE TWP	J	SUBURBAN	89.33	87.02	91.78	89.36	91.46	87.20	HIGH
MEDFORD LAKES BORO	G	RUR CTR RUR	94.76	94.37	98.99	96.01	97.92	91.61	HIGH
MEDFORD TWP	I	SUBURBAN	91.31	90.26	94.92	92.34	93.64	88.99	HIGH
MOORESTOWN TWP			95.16	93.45	96.35	94.95	96.47	93.85	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
BASS RIVER TWP	IMPROVE	70.59	69.23	80.00	73.57	83.09	58.08	MODERATE	STABLE
BEVERLY CITY	IMPROVE	74.68	59.09	96.92	76.67	84.27	65.09	MODERATE	IMPROVE
BORDENTOWN AREA REG	STABLE	70.52	76.01	78.74	75.12	73.44	65.59	MODERATE	IMPROVE
BORDENTOWN CITY	IMPROVE	60.40	72.50	94.25	75.00	69.93	50.86	MODERATE	IMPROVE
BORDENTOWN TWP	IMPROVE	81.08	85.08	93.06	86.26	87.39	74.77	HIGH	IMPROVE
BURLINGTON CITY	IMPROVE	66.71	75.32	80.43	73.92	70.05	63.37	MODERATE	IMPROVE
BURLINGTON CTY VOC	STABLE	76.94	73.14	79.87	76.73	80.02	73.84	MODERATE	STABLE
BURLINGTON TWP	IMPROVE	71.39	69.31	83.22	75.04	74.75	68.02	MODERATE	IMPROVE
CHESTERFIELD TWP	STABLE	91.57	84.62	90.41	88.89	97.54	85.59	HIGH	STABLE
CINNAMINSON TWP	DECLINE	93.33	93.86	95.60	94.21	94.73	91.92	HIGH	IMPROVE
DELANCO TWP	IMPROVE	66.36	82.69	92.55	79.87	75.19	57.53	MODERATE	IMPROVE
DELRAN TWP	IMPROVE	81.63	81.14	90.63	84.34	84.15	79.11	MODERATE	IMPROVE
EASTAMPTON TWP	IMPROVE	76.07	81.11	92.86	82.95	83.80	68.34	MODERATE	IMPROVE
EDGEWATER PARK	IMPROVE	74.90	66.42	94.10	78.55	80.14	69.66	MODERATE	IMPROVE
EVESHAM TWP		76.32	86.54	87.28	83.53	79.61	73.04	MODERATE	IMPROVE
FIELDSBORO BORO		100.00	92.86	75.00	89.66			HIGH	
FLORENCE TWP	STABLE	89.78	84.49	92.33	88.74	92.71	86.85	HIGH	STABLE
HAINESPORT TWP	IMPROVE	74.29	70.77	91.30	78.92	84.52	64.05	MODERATE	IMPROVE
LENAPE REG H	STABLE	92.04	90.30	93.44	91.91	93.12	90.97	HIGH	IMPROVE
LUMBERTON TWP	IMPROVE	69.42	72.58	84.80	75.68	77.63	61.21	MODERATE	IMPROVE
MANSFIELD TWP	STABLE	87.01	86.36	88.89	87.55	94.52	79.50	HIGH	STABLE
MAPLE SHADE TWP	IMPROVE	87.17	87.38	94.19	89.50	89.49	84.86	HIGH	IMPROVE
MEDFORD LAKES BORO	IMPROVE	89.01	87.79	96.97	91.20	93.44	84.57	HIGH	IMPROVE
MEDFORD TWP	IMPROVE	87.23	82.12	90.82	86.94	89.99	84.48	HIGH	IMPROVE
MOORESTOWN TWP	STABLE	95.21	92.05	95.58	94.25	96.52	93.90	HIGH	STABLE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=BURLINGTON

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
MOUNT HOLLY TWP	D	RURAL CTR	76.00	63.04	90.88	76.17	80.83	71.17	MODERATE
MOUNT LAUREL TWP	H	SUB RURAL	94.26	93.24	98.13	95.29	96.40	92.12	HIGH
NEW HANOVER TWP	Z	RURAL	86.96	63.64	74.29	75.00	100.00	73.19	MODERATE
NORTH HANOVER TWP	C	RURAL	84.88	80.45	88.33	84.57	88.50	81.26	MODERATE
NTHN BURLINGTON REG	E	REGIONAL	89.91	90.29	89.03	89.75	92.37	87.45	HIGH
PALMYRA	E	URBAN SUB	85.80	88.29	93.33	88.83	88.77	82.82	HIGH
PEMBERTON BOROUGH	Z	RURAL CTR	77.42	84.21	100.00	87.13	92.14	82.70	HIGH
PEMBERTON TWP	C	SUB RURAL	73.27	72.65	83.03	76.33	75.12	71.43	MODERATE
RANCOCAS VALLEY REG	D	REGIONAL	84.39	78.55	84.27	82.40	86.89	81.88	MODERATE
RIVERSIDE TWP	B	URBAN SUB	84.41	86.42	92.06	87.60	87.94	80.87	HIGH
RIVERTON	H	URBAN SUB	94.32	91.67	98.86	95.16	99.15	89.48	HIGH
SHAMONG TWP	Z	RURAL	90.00	88.20	98.81	92.69	95.37	84.63	HIGH
SOUTHAMPTON TWP	B	RURAL	88.89	90.77	98.48	92.67	93.17	84.61	HIGH
SPRINGFIELD TWP	D	RURAL	96.34	94.59	96.47	95.85	100.00	92.28	HIGH
TABERNACHLE TWP	B	RURAL	95.35	91.52	95.00	93.90	98.50	92.20	HIGH
WASHINGTON TWP	Z	RURAL	57.89	75.00	92.86	73.58	80.10	35.69	MODERATE
WESTAMPTON	F	RURAL	87.32	86.30	88.61	87.44	95.06	79.58	HIGH
WILLINGBORO TWP	J	SURURBAN	85.42	82.41	87.06	84.93	86.60	84.25	MODERATE
WOODLAND TWP	Z	RURAL	91.67	88.89	92.00	90.98	100.00	82.64	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
MOUNT HOLLY TWP	IMPROVE	67.33	48.84	95.26	69.67	72.64	62.03	MODERATE	IMPROVE
MOUNT LAUREL TWP	IMPROVE	92.27	89.96	96.64	93.03	94.73	89.81	HIGH	IMPROVE
NEW HANOVER TWP	STABLE	78.26	45.45	80.00	70.00	95.12	61.40	MODERATE	STABLE
NORTH HANOVER TWP	STABLE	70.67	72.07	86.11	76.21	75.27	66.06	MODERATE	IMPROVE
NTHN BURLINGTON REG	STABLE	87.30	93.77	92.57	91.14	90.03	84.58	HIGH	IMPROVE
PALMYRA	IMPROVE	74.38	83.46	90.95	82.36	78.11	70.66	MODERATE	IMPROVE
PEMBERTON BOROUGH	IMPROVE	51.61	57.89	93.75	67.33	69.21	34.02	MODERATE	IMPROVE
PEMBERTON TWP	IMPROVE	64.47	61.30	77.30	67.74	66.46	62.48	MODERATE	IMPROVE
RANCOCAS VALLEY REG	STABLE	71.10	71.58	75.37	72.57	74.27	67.94	MODERATE	IMPROVE
RIVERSIDE TWP	IMPROVE	79.21	78.20	89.85	82.36	83.17	75.25	MODERATE	IMPROVE
RIVERTON	STABLE	80.68	86.11	94.32	87.10	88.93	72.43	HIGH	IMPROVE
SHAMONG TWP	IMPROVE	79.17	75.95	93.87	83.45	86.43	71.90	MODERATE	IMPROVE
SOUTHAMPTON TWP	IMPROVE	87.44	76.41	94.44	86.17	91.95	82.92	HIGH	IMPROVE
SPRINGFIELD TWP	STABLE	91.46	91.89	95.29	92.95	97.51	85.42	HIGH	STABLE
TABERNACHLE TWP	STABLE	84.30	75.45	94.62	85.37	89.74	78.87	HIGH	IMPROVE
WASHINGTON TWP	IMPROVE	63.16	70.00	78.57	69.81	84.85	41.47	MODERATE	STABLE
WESTAMPTON	STABLE	66.20	77.03	87.18	77.13	77.20	55.19	MODERATE	IMPROVE
WILLINGBORO TWP	IMPROVE	75.49	71.14	81.38	75.87	76.93	74.05	MODERATE	IMPROVE
WOODLAND TWP	STABLE	72.22	72.97	82.00	76.42	86.85	57.59	MODERATE	STABLE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=CAMDEN

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
AUDUBON BORO	F	URBAN SUB	88.64	83.64	92.68	88.28	91.11	86.17	HIGH
AUDUBON PARK BORO	Z	URBAN SUB	88.89	89.29		89.09	100.00	77.03	
BARRINGTON BORO	H	SUBURBAN	93.10	97.42	91.67	94.08	96.87	89.34	HIGH
BELLMAWR BORO	C	SUBURBAN	83.24	80.66	95.36	86.13	87.21	79.26	HIGH
BERLIN BORO	E	SUB RURAL	93.07	88.83	95.54	92.21	96.57	89.57	HIGH
BERLIN TWP	C	SUB RURAL	74.49	87.43	89.51	83.24	80.59	68.39	MODERATE
BLACK HORSE PIKE REG	D	REGIONAL	90.97	84.10	88.16	87.78	92.28	89.66	HIGH
BROOKLAWN BORO	C	URBAN SUB	90.00	90.16	94.92	91.58	97.03	82.97	HIGH
CAMDEN CITY	A	URBAN CTR	48.06	44.08	54.08	48.71	49.52	46.60	LOW
CAMDEN COUNTY VOC	V	VOCATIONAL	71.33	60.63	73.15	68.11	74.29	68.38	MODERATE
CHERRY HILL TWP	J	SUBURBAN	94.51	93.36	96.45	94.76	95.18	93.85	HIGH
CHESILHURST	Z	RURAL	51.69	78.05	92.86	74.81	71.12	44.26	MODERATE
CLEMENTON BORO	B	URBAN SUB	85.00	77.23	92.45	85.02	91.39	78.61	HIGH
COLLINGSWOOD BORO	G	URBAN SUB	92.70	90.06	91.72	91.47	94.48	90.92	HIGH
EASTERN CAMDEN COUNTY REG	E	REGIONAL	93.19	89.87	91.24	91.46	95.11	91.27	HIGH
GIBBSBORO BORO	G	SUB RURAL	93.94	91.80	96.67	94.12	99.10	88.18	HIGH
GLOUCESTER CITY	A	URBAN SUB	76.12	78.56	83.50	79.28	79.14	73.09	MODERATE
GLOUCESTER TWP	D	SUB RURAL	90.99	85.93	96.19	91.09	92.63	89.34	HIGH
HADDON HEIGHTS BORO	H	URBAN SUB	91.41	89.54	93.44	91.41	93.42	89.40	HIGH
HADDON TWP	G	URBAN SUB	94.55	94.74	95.75	95.00	96.13	92.97	HIGH
HADDONFIELD BORO	J	URBAN SUB	94.51	94.69	97.34	95.48	96.17	92.86	HIGH
LAUREL SPRINGS BORO	F	SUBURBAN	92.86	94.87	97.37	94.96	100.00	85.07	HIGH
LAWNSIDE BORO	B	SUBURBAN	76.54	78.67	95.12	83.61	85.77	67.32	MODERATE
LINDENWOLD BORO	D	SUBURBAN	84.87	80.76	96.96	87.72	88.69	81.04	HIGH
LOWER CAMDEN COUNTY REG	A	REGIONAL	82.70	80.01	86.92	83.19	84.63	80.78	MODERATE

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
AUDUBON BORO	IMPROVE	87.94	84.43	95.99	89.35	90.48	85.39	HIGH	IMPROVE
AUDUBON PARK BORO		92.59	92.86		92.73	100.00	82.71		
BARRINGTON BORO	STABLE	84.48	89.68	90.97	88.16	89.86	79.10	HIGH	IMPROVE
BELLMAWR BORO	IMPROVE	70.88	69.49	98.01	78.83	93.71	66.05	MODERATE	IMPROVE
BERLIN BORO	STABLE	82.18	80.10	98.10	85.87	87.46	76.90	HIGH	IMPROVE
BERLIN TWP	IMPROVE	59.18	79.76	85.19	73.76	66.06	52.30	MODERATE	IMPROVE
BLACK HORSE PIKE REG	DECLINE	91.02	86.97	88.79	88.95	92.33	89.71	HIGH	DECLINE
BROOKLAWN BORO	STABLE	88.57	88.52	88.14	88.42	96.02	81.12	HIGH	STABLE
CAMDEN CITY	IMPROVE	30.30	28.79	46.35	35.18	31.65	28.94	LOW	IMPROVE
CAMDEN COUNTY VOC	STABLE	71.18	69.47	80.76	73.63	74.13	68.22	MODERATE	IMPROVE
CHERRY HILL TWP	IMPROVE	92.18	91.76	96.33	93.40	92.96	91.39	HIGH	IMPROVE
CHESILHURST	IMPROVE	40.38	78.05	92.86	68.15	53.72	27.05	MODERATE	IMPROVE
CLEMENTON BORO	IMPROVE	71.67	63.37	80.19	71.87	79.73	63.60	MODERATE	IMPROVE
COLLINGSWOOD BORO	STABLE	85.51	86.43	91.07	87.60	87.91	83.10	HIGH	IMPROVE
EASTERN CAMDEN COUNTY REG	DECLINE	91.82	90.33	92.90	91.71	93.91	89.73	HIGH	STABLE
GIBBSBORO BORO	STABLE	80.30	90.16	98.33	89.30	99.90	70.71	HIGH	IMPROVE
GLOUCESTER CITY	IMPROVE	77.03	82.09	85.06	81.28	90.02	74.05	MODERATE	IMPROVE
GLOUCESTER TWP	IMPROVE	80.67	74.06	94.65	83.28	82.94	78.40	MODERATE	IMPROVE
HADDON HEIGHTS BORO	IMPROVE	90.87	92.04	93.09	91.91	92.94	88.80	HIGH	IMPROVE
HADDON TWP	STABLE	95.04	95.83	97.51	96.10	96.56	93.53	HIGH	IMPROVE
HADDONFIELD BORO	IMPROVE	88.32	93.48	96.48	92.67	90.66	84.46	HIGH	IMPROVE
LAUREL SPRINGS BORO	STABLE	95.24	100.00	100.00	98.32	100.00	88.80	HIGH	STABLE
LAWNSIDE BORO	IMPROVE	66.67	66.67	98.78	77.73	76.93	56.40	MODERATE	IMPROVE
LINDENWOLD BORO	IMPROVE	75.44	78.84	94.75	83.25	80.03	70.86	MODERATE	IMPROVE
LOWER CAMDEN COUNTY REG	IMPROVE	75.44	73.50	87.01	78.63	77.63	73.23	MODERATE	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=CAMDEN

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
MAGNOLIA BORO	C	URBAN SUB	86.96	79.20	90.24	85.49	92.58	81.34	HIGH
MERCHANTVILLE BORO	G	URBAN SUB	88.89	91.14	98.28	92.34	96.15	81.63	HIGH
MOUNT EPHRAIM BORO	B	SUBURBAN	77.53	82.14	87.64	82.44	86.20	68.86	MODERATE
OAKLYN BORO	E	URBAN SUB	90.74	87.43	89.89	89.32	95.20	86.28	HIGH
PENNSAUKEN TWP	D	URBAN SUB	89.19	87.66	89.62	88.82	90.71	87.67	HIGH
PINE HILL BORO	A	SUB RURAL	78.92	84.79	88.78	84.19	84.52	73.32	MODERATE
RUNNEMEDE BORO	D	SUBURBAN	85.41	82.67	89.23	85.60	89.94	80.87	HIGH
SOMERDALE BORO	D	URBAN SUB	85.51	85.60	95.49	88.89	91.38	79.63	HIGH
STERLING H SCHOOL DIST	E	URBAN SUB	91.65	89.08	93.24	91.29	93.85	89.46	HIGH
STRATFORD BORO	G	SUBURBAN	84.88	91.67	93.96	89.98	89.78	79.97	HIGH
VOORHEES TWP	E	SUB RURAL	94.24	89.83	94.23	92.69	96.90	91.58	HIGH
WATERFORD TWP	A	RURAL	95.27	97.31	99.04	97.42	98.69	91.85	HIGH
WINSLOW TWP	A	RURAL	85.55	89.20	96.04	90.41	88.54	82.57	HIGH
WOODLYNNE BORO	A	URBAN SUB	92.98	76.27	100.00	89.16	99.61	86.35	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
MAGNOLIA BORO	STABLE	74.64	72.80	76.42	74.61	81.90	67.38	MODERATE	STABLE
MERCHANTVILLE BORO	IMPROVE	87.50	93.67	98.28	92.82	99.14	79.86	HIGH	IMPROVE
MOUNT EPHRAIM BORO	IMPROVE	78.65	83.13	86.52	82.76	87.16	70.14	MODERATE	STABLE
OAKLYN BORO	STABLE	82.10	78.29	88.70	83.07	88.00	76.20	MODERATE	IMPROVE
PENNSAUKEN TWP	STABLE	83.80	83.07	88.69	85.19	85.61	82.00	HIGH	IMPROVE
PINE HILL BORO	IMPROVE	68.14	77.42	87.25	77.60	74.53	61.74	MODERATE	IMPROVE
RUNNEMEDE BORO	STABLE	81.97	76.02	91.84	82.92	86.91	77.04	MODERATE	IMPROVE
SOMERDALE BORO	IMPROVE	65.94	73.60	93.98	77.78	73.85	58.04	MODERATE	IMPROVE
STERLING H SCHOOL DIST	STABLE	86.76	89.56	96.84	90.93	89.45	84.08	HIGH	IMPROVE
STRATFORD BORO	IMPROVE	79.02	84.38	92.27	84.95	84.60	73.45	MODERATE	IMPROVE
VOORHEES TWP	STABLE	85.47	84.18	95.05	88.46	89.49	81.46	HIGH	IMPROVE
WATERFORD TWP	IMPROVE	87.84	97.84	99.04	95.56	93.10	82.57	HIGH	IMPROVE
WINSLOW TWP	IMPROVE	74.86	76.91	93.08	81.92	78.54	71.18	MODERATE	IMPROVE
WOODLYNNE BORO	IMPROVE	82.46	76.27	98.00	84.94	92.33	72.58	MODERATE	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=CAPE MAY

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
AVALON BORO	J	SUBURBAN	89.47	98.00	89.74	92.91	99.24	79.72	HIGH
CAPE MAY CITY	F	URBAN CTR	90.91	83.95	86.15	87.00	97.33	84.49	HIGH
DENNIS TWP	A	RURAL	78.43	72.88	90.74	80.49	86.41	70.45	MODERATE
LOWER CAPE MAY REG	B	REGIONAL	83.61	80.11	81.87	81.85	86.74	80.48	MODERATE
LOWER TWP.	A	SUB RURAL	78.80	83.88	94.22	85.63	83.09	74.51	HIGH
MIDDLE TWP	B	RUR CTR RUR	84.45	77.76	86.57	82.83	87.13	81.77	MODERATE
NORTH WILDWOOD CITY	C	SUBURBAN	76.65	78.57	90.14	82.17	87.16	70.14	MODERATE
OCEAN CITY	F	SUBURBAN	92.15	87.66	91.88	90.57	94.05	90.24	HIGH
SEA ISLE CITY	J	SUBURBAN	91.18	82.76	97.67	91.51	100.00	81.64	HIGH
STONE HARBOR BORO	J	SUBURBAN	100.00	93.33	100.00	97.73			HIGH
UPPER TWP	C	RURAL	82.56	87.10	97.50	89.30	88.23	76.89	HIGH
WEST CAPE MAY BORO	J	SUBURBAN	80.00	77.78	85.71	81.48	100.00	59.76	MODERATE
WILDWOOD CITY	A	URBAN CTR	81.23	81.76	86.35	83.13	85.20	77.27	MODERATE
WILDWOOD CREST BORO	E	SUBURBAN	81.40	97.20	82.22	87.63	89.62	73.17	HIGH
WOODBINE BORO	A	RURAL CTR	59.70	75.47	81.67	71.67	71.45	47.96	MODERATE

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
AVALON BORO	STABLE	94.74	94.00	92.11	93.65	100.00	87.64	HIGH	STABLE
CAPE MAY CITY	STABLE	88.31	72.84	84.62	81.61	95.49	81.14	MODERATE	STABLE
DENNIS TWP	IMPROVE	66.67	59.32	90.74	71.95	75.82	57.52	MODERATE	IMPROVE
LOWER CAPE MAY REG	STABLE	75.71	78.77	82.45	79.01	79.35	72.06	MODERATE	IMPROVE
LOWER TWP.	IMPROVE	65.33	73.27	91.30	76.63	70.32	60.34	MODERATE	IMPROVE
MIDDLE TWP	STABLE	82.43	77.76	87.27	82.41	85.25	79.61	MODERATE	IMPROVE
NORTH WILDWOOD CITY	IMPROVE	64.04	67.14	84.51	71.30	74.01	54.08	MODERATE	IMPROVE
OCEAN CITY	STABLE	87.53	86.33	93.17	89.04	89.88	85.19	HIGH	IMPROVE
SEA ISLE CITY	STABLE	88.24	64.29	95.35	84.76	99.07	77.41	MODERATE	STABLE
STONE HARBOR BORO		100.00	100.00	100.00	100.00			HIGH	
UPPER TWP	IMPROVE	77.06	80.18	97.99	85.32	83.38	70.74	HIGH	IMPROVE
WEST CAPE MAY BORO	STABLE	80.00	66.67	100.00	83.33	100.00	59.76	MODERATE	STABLE
WILDWOOD CITY	IMPROVE	77.75	82.32	83.93	81.26	81.97	73.53	MODERATE	IMPROVE
WILDWOOD CREST BORO	STABLE	77.65	85.05	82.22	81.91	86.50	68.79	MODERATE	STABLE
WOODBINE BORO	IMPROVE	55.22	66.04	71.67	63.89	67.13	43.32	LOW	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=CUMBERLAND

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
BRIDGETON CITY	B	URBAN CTR	62.65	64.82	73.00	66.69	65.45	59.85	MODERATE
COMMERCIAL TWP	A	RUR CTR RUR	55.00	66.12	82.64	67.28	63.24	46.76	MODERATE
CUMBERLAND REGIONAL	Z	REGIONAL	72.43	69.75	77.35	73.12	75.53	69.33	MODERATE
DEERFIELD TWP	A	RURAL	69.86	77.27	83.13	77.03	80.39	59.34	MODERATE
DOWNE TWP	A	RURAL	81.13	55.56	64.44	67.11	91.67	70.60	MODERATE
FAIRFIELD TWP	A	RURAL	41.28	60.73	73.44	57.14	47.82	34.75	LOW
GREENWICH TWP	Z	RURAL	71.43	83.33	92.00	82.86	90.75	52.11	MODERATE
HOPEWELL TWP	C	RURAL	80.49	82.58	88.80	83.95	87.49	73.48	MODERATE
LAWRENCE TWP	A	RURAL	69.01	59.46	78.40	68.57	79.77	58.26	MODERATE
MAURICE RIVER TWP	B	RURAL	63.48	66.96	80.00	69.54	72.28	54.68	MODERATE
MILLVILLE CITY	B	RURAL CTR	76.59	76.00	81.24	78.00	78.56	74.61	MODERATE
SHILOH BORO	Z	RURAL CTR	93.75	75.00	93.55	89.83	100.00	81.89	HIGH
STOW CREEK TWP	Z	RURAL	86.36	74.29	86.67	83.04	96.50	76.22	MODERATE
UPPER DEERFIELD TWP	A	RURAL	80.00	76.98	91.10	82.36	85.06	74.94	MODERATE
VINELAND CITY	B	URBAN CTR	78.35	76.34	83.81	79.38	79.78	76.92	MODERATE

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
BRIDGETON CITY	IMPROVE	50.17	55.37	65.23	56.76	53.07	47.28	LOW	IMPROVE
COMMERCIAL TWP	IMPROVE	33.10	50.41	68.60	49.74	40.84	25.36	LOW	IMPROVE
CUMBERLAND REGIONAL	IMPROVE	67.42	67.77	78.35	71.10	70.69	64.16	MODERATE	IMPROVE
DEERFIELD TWP	IMPROVE	39.73	51.52	87.95	61.26	50.95	28.50	LOW	IMPROVE
DOWNE TWP	DECLINE	66.04	33.96	48.89	49.67	78.79	53.29	LOW	DECLINE
FAIRFIELD TWP	IMPROVE	30.28	56.54	83.85	55.74	36.37	24.18	LOW	IMPROVE
GREENWICH TWP	IMPROVE	71.43	70.83	96.00	80.00	90.75	52.11	MODERATE	IMPROVE
HOPEWELL TWP	IMPROVE	71.54	65.15	84.68	73.61	79.52	63.57	MODERATE	IMPROVE
LAWRENCE TWP	STABLE	63.38	51.35	69.23	60.95	74.59	52.17	LOW	STABLE
MAURICE RIVER TWP	IMPROVE	34.78	54.78	64.89	50.62	43.49	26.08	LOW	IMPROVE
MILLVILLE CITY	IMPROVE	71.39	72.21	79.16	74.35	73.50	69.28	MODERATE	IMPROVE
SHILOH BORO	STABLE	43.75	66.67	93.55	74.58	68.06	19.44	MODERATE	IMPROVE
STOW CREEK TWP	STABLE	88.64	74.29	84.44	83.06	98.01	79.26	MODERATE	STABLE
UPPER DEERFIELD TWP	IMPROVE	70.42	64.26	83.90	72.38	76.19	64.64	MODERATE	IMPROVE
VINELAND CITY	IMPROVE	71.91	68.59	80.27	73.40	73.47	70.35	MODERATE	IMPROVE

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NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=ESSEX

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
BELLEVILLE TOWN	C	URBAN SUB	83.33	82.79	86.29	84.07	85.13	81.54	MODERATE
BLOOMFIELD TOWN	E	URBAN SUB	88.30	91.68	94.98	91.55	89.70	86.91	HIGH
CALDWELL-WEST CALDWELL	I	SUBURBAN	95.28	93.72	94.11	94.36	96.57	93.99	HIGH
CEDAR GROVE TWP	F	SUBURBAN	94.14	93.22	96.98	94.72	95.94	92.33	HIGH
EAST ORANGE	A	URBAN CTR	57.19	54.70	57.68	56.50	58.80	55.57	LOW
ESSEX CTY VOC	V	VOCATIONAL	51.91	54.70	54.87	54.02	55.59	48.23	LOW
ESSEX FELLS BORO	I	SUBURBAN	100.00	100.00	100.00	100.00			HIGH
FAIRFIELD BORO	H	SUBURBAN	92.16	93.09	95.65	93.61	95.38	88.95	HIGH
GLEN RIDGE BORO	J	URBAN SUB	95.39	93.57	97.32	95.38	97.15	93.62	HIGH
IRVINGTON TOWN	A	URBAN CTR	61.44	53.38	60.14	58.30	63.37	59.52	LOW
LIVINGSTON TWP	J	SUBURBAN	94.42	94.34	97.12	95.27	95.43	93.41	HIGH
MILLBURN TWP	J	SUBURBAN	94.21	94.26	97.35	95.23	95.60	92.82	HIGH
MONTCLAIR TOWN	G	URBAN CTR	81.72	80.60	86.52	82.94	83.59	79.86	MODERATE
NEWARK CITY	A	URBAN CTR	49.57	47.86	53.60	50.27	50.33	48.81	LOW
NORTH CALDWELL BORO	H	SUBURBAN	97.06	99.03	98.06	98.12	99.60	94.52	HIGH
NUTLEY TOWN	F	URBAN SUB	87.00	83.45	89.94	86.72	88.67	85.33	HIGH
ORANGE CITY	C	URBAN CTR	47.34	51.83	54.18	51.10	50.36	44.33	LOW
ROSELAND BORO	I	SUBURBAN	91.18	95.20	99.15	94.66	95.44	86.91	HIGH
SO ORANGE AND MAPLEWOOD	I	URBAN SUB	90.62	89.89	92.39	90.93	91.87	89.37	HIGH
VERONA BORO	I	SUBURBAN	93.17	91.07	94.92	93.25	95.42	92.11	HIGH
WEST ESSEX REG	I	REGIONAL	93.83	89.68	93.55	92.41	95.39	92.26	HIGH
WEST ORANGE TOWN	H	SUBURBAN	92.02	92.82	92.92	92.57	93.21	90.83	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
BELLEVILLE TOWN	IMPROVE	76.95	77.35	85.16	79.62	78.98	74.92	MODERATE	IMPROVE
BLOOMFIELD TOWN	IMPROVE	85.49	90.46	94.65	90.06	87.02	83.95	HIGH	IMPROVE
CALDWELL-WEST CALDWELL	STABLE	90.84	90.53	95.10	92.42	92.59	89.08	HIGH	IMPROVE
CEDAR GROVE TWP	IMPROVE	93.19	93.90	96.62	94.49	95.13	91.25	HIGH	IMPROVE
EAST ORANGE	STABLE	38.04	36.73	42.82	39.16	39.63	36.44	LOW	IMPROVE
ESSEX CTY VOC	STABLE	42.63	51.62	46.71	47.46	46.28	38.99	LOW	IMPROVE
ESSEX FELLS BORO		100.00	100.00	100.00	100.00			HIGH	
FAIRFIELD BORO	IMPROVE	92.16	88.62	95.67	92.19	95.38	88.95	HIGH	IMPROVE
GLEN RIDGE BORO	IMPROVE	89.32	92.84	95.41	92.49	91.92	86.72	HIGH	IMPROVE
IRVINGTON TOWN	STABLE	43.90	39.97	48.90	44.20	44.66	41.93	LOW	IMPROVE
LIVINGSTON TWP	IMPROVE	92.57	94.77	95.91	94.36	93.73	91.41	HIGH	IMPROVE
MILLBURN TWP	IMPROVE	90.06	90.75	94.10	91.59	91.85	88.28	HIGH	IMPROVE
MONTCLAIR TOWN	IMPROVE	71.98	74.93	81.76	76.19	74.13	69.81	MODERATE	IMPROVE
NEWARK CITY	IMPROVE	35.47	34.57	46.35	38.64	36.20	34.74	LOW	IMPROVE
NORTH CALDWELL BORO	STABLE	94.12	98.06	98.06	96.80	97.65	90.58	HIGH	IMPROVE
NUTLEY TOWN	IMPROVE	80.35	77.32	92.24	83.12	82.32	78.37	MODERATE	IMPROVE
ORANGE CITY	IMPROVE	38.59	42.03	41.32	42.65	41.58	35.60	LOW	IMPROVE
ROSELAND BORO	IMPROVE	78.82	92.80	94.02	87.38	84.97	72.68	HIGH	IMPROVE
SO ORANGE AND MAPLEWOOD	IMPROVE	89.13	88.17	92.02	89.71	90.47	87.78	HIGH	IMPROVE
VERONA BORO	STABLE	85.78	84.86	92.10	87.46	88.18	83.39	HIGH	IMPROVE
WEST ESSEX REG	STABLE	94.26	88.97	93.78	92.40	92.78	92.75	HIGH	STABLE
WEST ORANGE TOWN	STABLE	89.76	89.17	92.04	90.29	91.09	88.45	HIGH	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=GLOUCESTER

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
CLAYTON BORO	C	SUB RURAL	74.59	68.35	77.39	73.32	79.05	70.13	MODERATE
CLEARVIEW REG H	E	REGIONAL	85.94	83.04	88.29	85.66	89.00	82.89	HIGH
DEPTFORD TWP	C	SUBURBAN	76.09	74.08	77.88	76.01	78.35	73.82	MODERATE
EAST GREENWICH TWP	D	SUB RURAL	85.84	81.08	93.55	86.49	92.27	79.41	HIGH
ELK TWP	A	RURAL	83.33	71.20	95.24	81.37	91.30	75.36	MODERATE
FRANKLIN TWP	A	RURAL	71.43	76.39	80.43	76.12	76.07	66.79	MODERATE
GATEWAY REG H S DIST	F	REGIONAL	88.99	87.23	83.98	86.68	91.96	86.02	HIGH
GLASSBORO	E	SUBURBAN	81.86	79.37	84.67	82.02	84.78	78.93	MODERATE
GREENWICH TWP	C	SUB RURAL	85.31	88.64	92.31	88.52	91.12	79.51	HIGH
HARRISON TWP	E	RURAL	90.72	89.89	100.00	93.43	96.50	84.95	HIGH
KINGSWAY REG H S DIST	C	REGIONAL	83.01	82.97	86.33	84.07	87.21	78.80	MODERATE
LOGAN TWP	Z	RURAL	81.82	81.58	96.00	87.18	93.21	70.42	HIGH
MANTUA TWP	E	RUR CTR RUR	78.71	92.58	90.71	87.22	83.27	74.15	HIGH
MONROE TWP	B	SUB RURAL	76.79	76.36	79.83	77.70	79.25	74.33	MODERATE
NATIONAL PARK BORO	B	URBAN SUB	83.33	84.09	96.19	88.24	90.79	75.88	HIGH
NEWFIELD BORO	Z	RURAL	78.00	82.00	90.32	82.44	89.48	66.52	MODERATE
PAULSBORO BORO	A	RURAL CTR	75.28	75.80	80.50	77.08	78.68	71.88	MODERATE
PITMAN BORO	H	SUBURBAN	89.03	88.52	92.64	90.02	91.43	86.62	HIGH
SO. GLOUC. CTY. REG. HIGH	A	RURAL	77.26	79.93	84.34	80.32	80.75	73.77	MODERATE
SOUTH HARRISON TWP	Z	RURAL	80.77	84.00	83.33	83.05	95.92	65.62	MODERATE
SWEDESBORO-WOOLWICH	B	RURAL CTR	83.87	87.67	89.33	87.14	93.03	74.72	HIGH
WASHINGTON TWP	G	SUB RURAL	86.49	88.59	94.24	89.89	88.13	84.85	HIGH
WENONAH BORO	I	SUBURBAN	97.22	96.97	100.00	97.96	100.00	93.43	HIGH
WEST DEPTFORD TWP	E	SUB RURAL	89.44	85.48	90.42	88.40	91.21	87.68	HIGH
WESTVILLE BORO	D	URBAN SUB	87.91	82.35	91.09	87.36	94.61	81.21	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
CLAYTON BORO	STABLE	69.13	61.44	85.51	71.67	73.86	64.39	MODERATE	IMPROVE
CLEARVIEW REG H	STABLE	82.93	84.56	84.78	84.08	86.24	79.63	MODERATE	STABLE
DEPTFORD TWP	STABLE	67.48	68.91	74.83	70.40	69.98	64.98	MODERATE	IMPROVE
EAST GREENWICH TWP	IMPROVE	87.61	82.31	91.94	86.98	93.69	81.34	HIGH	STABLE
ELK TWP	IMPROVE	83.33	52.00	94.05	73.04	91.30	75.36	MODERATE	IMPROVE
FRANKLIN TWP	IMPROVE	62.47	66.31	72.31	67.06	67.43	57.30	MODERATE	IMPROVE
GATEWAY REG H S DIST	DECLINE	82.90	80.34	83.73	82.30	86.47	79.33	MODERATE	STABLE
GLASSBORO	STABLE	78.11	80.94	83.88	80.98	81.25	74.97	MODERATE	IMPROVE
GREENWICH TWP	IMPROVE	65.03	65.91	79.31	69.57	72.85	57.22	MODERATE	IMPROVE
HARRISON TWP	IMPROVE	77.32	67.42	100.00	81.39	85.65	68.99	MODERATE	IMPROVE
KINGSWAY REG H S DIST	STABLE	74.84	87.66	83.95	82.19	79.70	69.97	MODERATE	IMPROVE
LOGAN TWP	IMPROVE	77.27	65.00	82.67	74.37	89.66	64.89	MODERATE	STABLE
MANTUA TWP	IMPROVE	72.58	81.88	87.50	80.42	77.55	67.61	MODERATE	IMPROVE
MONROE TWP	IMPROVE	67.70	72.47	78.15	72.87	70.43	64.97	MODERATE	IMPROVE
NATIONAL PARK BORO	IMPROVE	82.29	77.27	88.57	83.04	89.93	74.66	MODERATE	STABLE
NEWFIELD BORO	IMPROVE	74.00	74.00	77.42	74.81	86.16	61.84	MODERATE	STABLE
PAULSBORO BORO	IMPROVE	66.61	70.67	79.93	72.15	70.33	62.89	MODERATE	IMPROVE
PITMAN BORO	IMPROVE	81.89	85.95	85.90	84.58	84.86	78.92	MODERATE	IMPROVE
SO. GLOUC. CTY. REG. HIGH	IMPROVE	82.43	83.27	88.98	84.70	85.60	79.25	MODERATE	IMPROVE
SOUTH HARRISON TWP	STABLE	73.08	70.00	78.57	73.73	90.13	56.03	MODERATE	STABLE
SWEDESBORO-WOOLWICH	STABLE	67.74	82.19	97.33	83.33	79.38	56.11	MODERATE	IMPROVE
WASHINGTON TWP	IMPROVE	80.76	82.88	90.94	85.00	92.65	78.88	HIGH	IMPROVE
WENONAH BORO	STABLE	95.83	87.88	98.28	93.88	100.00	91.22	HIGH	STABLE
WEST DEPTFORD TWP	STABLE	82.58	77.67	91.42	83.73	84.75	80.40	MODERATE	IMPROVE
WESTVILLE BORO	STABLE	71.43	71.43	83.17	75.72	80.71	62.15	MODERATE	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=GLOUCESTER

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
WOODBURY CITY	F	URBAN CTR	86.99	84.48	89.20	88.18	89.65	86.33	HIGH	STABLE	81.95	84.47	89.55	85.14	84.99	78.91	HIGH	IMPROVE
WOODBURY HEIGHTS BORO	G	SUBURBAN	97.00	93.85	96.46	95.63	100.00	93.66	HIGH	STABLE	84.00	82.31	91.15	85.71	91.19	76.81	HIGH	STABLE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=HUDSON

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
BAYONNE CITY	G	URBAN CTR	75.60	77.63	83.26	78.80	77.40	73.81	MODERATE
EAST NEWARK BORO	Z	URBAN SUB	62.79	87.50	89.80	79.84	77.24	48.34	MODERATE
GUTTENBERG TOWN	A	URBAN SUB	85.96	88.78	97.20	90.60	92.34	79.59	HIGH
HARRISON TOWN	A	URBAN SUB	72.76	71.33	77.65	73.75	76.35	69.17	MODERATE
HOBOKEN CITY	A	URBAN CTR	40.69	42.79	52.67	45.20	42.99	38.38	LOW
JERSEY CITY	A	URBAN CTR	49.36	46.71	52.39	49.46	50.43	48.28	LOW
KEARNY TOWN	C	URBAN SUB	82.66	79.64	86.02	82.71	84.46	80.86	MODERATE
NORTH BERGEN TWP	B	URBAN SUB	83.11	79.55	85.49	84.32	84.71	81.51	MODERATE
SECAUCUS TOWN	A	URBAN SUB	85.55	88.10	90.79	88.07	88.19	82.90	HIGH
UNION CITY	A	URBAN CTR	71.24	65.81	76.82	71.03	73.06	69.42	MODERATE
WEEHAWKEN TWP	C	URBAN SUB	79.52	75.13	80.77	78.38	82.93	76.10	MODERATE
WEST NEW YORK TOWN	A	URBAN SUB	82.88	81.90	84.78	83.14	84.57	81.19	MODERATE

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
BAYONNE CITY	IMPROVE	69.00	71.63	82.90	74.45	70.93	67.07	MODERATE	IMPROVE
EAST NEWARK BORO	IMPROVE	65.12	93.75	87.76	81.45	79.36	50.87	MODERATE	IMPROVE
GUTTENBERG TOWN	IMPROVE	85.96	87.76	90.65	88.09	92.34	79.59	HIGH	STABLE
HARRISON TOWN	IMPROVE	66.84	58.65	69.61	64.86	70.63	63.04	LOW	STABLE
HOBOKEN CITY	IMPROVE	40.75	47.57	63.56	50.29	53.06	38.44	LOW	IMPROVE
JERSEY CITY	IMPROVE	43.68	41.54	54.07	46.38	44.75	42.61	LOW	IMPROVE
KEARNY TOWN	IMPROVE	80.82	75.66	84.12	80.44	82.68	78.95	MODERATE	IMPROVE
NORTH BERGEN TWP	IMPROVE	77.26	79.48	82.04	79.43	79.05	75.46	MODERATE	IMPROVE
SECAUCUS TOWN	IMPROVE	77.03	78.84	82.30	80.24	80.19	73.86	MODERATE	IMPROVE
UNION CITY	IMPROVE	65.32	62.40	77.61	68.00	67.24	63.40	MODERATE	IMPROVE
WEEHAWKEN TWP	STABLE	73.98	67.43	78.85	73.24	77.69	70.27	MODERATE	IMPROVE
WEST NEW YORK TOWN	IMPROVE	83.32	83.29	87.61	84.65	85.00	81.65	MODERATE	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=HUNTERDON

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
ALEXANDRIA TWP	D	RURAL	91.86	92.93	94.25	93.01	[illegible]7.64	86.08	HIGH
BETHLEHEM TWP	I	RURAL	89.25	86.99	96.49	90.91	[illegible]5.54	82.95	HIGH
BLOOMSBURY BORO	A	RURAL CTR	96.30	90.00	93.75	93.65	100.00	89.17	HIGH
CALIFON BORO	J	RURAL CTR	94.29	100.00	97.67	97.27	100.00	86.60	HIGH
CLINTON TOWN	H	RURAL CTR	89.55	87.50	91.80	89.58	96.88	82.23	HIGH
CLINTON TWP	G	RURAL	94.02	92.11	97.37	94.36	96.96	91.09	HIGH
DELAWARE TWP	F	RURAL	95.96	97.39	97.14	96.87	99.84	92.00	HIGH
DELAWARE VALLEY REG H	E	REGIONAL	87.24	88.27	89.20	88.21	90.39	84.09	HIGH
EAST AMWELL TWP	F	RURAL	90.60	91.27	96.91	92.65	95.89	85.31	HIGH
FLEMINGTON-RARITAN REG	G	REGIONAL	90.42	92.57	95.51	92.73	93.21	87.63	HIGH
FRANKLIN TWP	E	RURAL	93.42	95.38	98.59	95.75	98.99	87.85	HIGH
FRENCHTOWN BORO	J	RURAL CTR	86.67	54.12	84.38	89.06	96.60	76.73	HIGH
GLEN GARDNER BORO	J	RURAL	76.67	64.00	91.30	76.92	91.80	61.53	MODERATE
HAMPTON BORO	J	RURAL CTR	91.38	89.58	88.46	89.87	98.60	84.16	HIGH
HIGH BRIDGE BORO	E	RURAL CTR	90.00	89.47	97.54	92.44	94.97	85.03	HIGH
HOLLAND TWP	F	RURAL	84.25	90.63	93.51	89.51	90.16	78.34	HIGH
HUNTERDON CENTRAL REG H	G	REGIONAL	90.61	92.55	94.48	92.52	92.34	88.88	HIGH
KINGWOOD TWP	D	RURAL	86.96	91.55	85.71	88.18	94.90	79.01	HIGH
LAMBERTVILLE CITY	C	RURAL CTR	85.37	81.05	92.41	85.94	93.02	77.72	HIGH
LEBANON BORO	H	RURAL CTR	93.10	96.43	100.00	96.43	100.00	83.88	HIGH
LEBANON TWP	E	RURAL	88.83	88.89	86.26	88.07	93.33	84.33	HIGH
MILFORD BORO	H	RURAL CTR	85.00	94.00	97.78	92.59	96.07	73.93	HIGH
NORTH HUNTERDON REG H	F	REGIONAL	90.47	85.24	91.81	89.15	92.07	88.86	HIGH
READINGTON TWP	F	RURAL	92.08	90.63	97.28	93.18	94.71	89.45	HIGH
SOUTH HUNTERDON REG H	D	REGIONAL	87.50	78.60	92.12	86.02	91.68	83.32	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
ALEXANDRIA TWP	STABLE	89.53	79.80	91.95	86.76	96.00	83.07	HIGH	STABLE
BETHLEHEM TWP	IMPROVE	79.57	73.17	91.23	81.21	87.76	71.38	MODERATE	IMPROVE
BLOOMSBURY BORO	STABLE	81.48	100.00	100.00	92.06	96.13	66.83	HIGH	IMPROVE
CALIFON BORO	STABLE	91.43	100.00	97.67	96.36	100.00	82.15	HIGH	STABLE
CLINTON TOWN	STABLE	80.60	85.94	91.80	85.94	90.07	71.13	HIGH	IMPROVE
CLINTON TWP	IMPROVE	88.00	87.22	92.98	89.25	93.03	83.97	HIGH	IMPROVE
DELAWARE TWP	STABLE	85.86	90.35	91.35	89.27	92.72	78.99	HIGH	STABLE
DELAWARE VALLEY REG H	STABLE	86.65	87.63	88.11	87.49	89.88	83.43	HIGH	STABLE
EAST AMWELL TWP	IMPROVE	82.91	82.54	86.60	83.82	89.73	76.08	MODERATE	STABLE
FLEMINGTON-RARITAN REG	IMPROVE	85.61	97.83	92.61	90.56	88.95	82.27	HIGH	IMPROVE
FRANKLIN TWP	STABLE	88.16	90.77	94.37	91.04	95.42	80.89	HIGH	STABLE
FRENCHTOWN BORO	STABLE	64.44	86.27	84.38	78.13	78.43	50.46	MODERATE	IMPROVE
GLEN GARDNER BORO	STABLE	73.33	76.00	86.96	78.21	89.16	57.51	MODERATE	STABLE
HAMPTON BORO	STABLE	72.41	66.67	94.23	77.85	83.92	60.91	MODERATE	IMPROVE
HIGH BRIDGE BORO	IMPROVE	79.29	88.42	92.62	86.27	86.00	72.57	HIGH	IMPROVE
HOLLAND TWP	IMPROVE	82.19	95.09	87.66	85.03	88.40	75.99	HIGH	STABLE
HUNTERDON CENTRAL REG H	IMPROVE	87.81	92.09	92.87	90.92	89.72	85.87	HIGH	IMPROVE
KINGWOOD TWP	STABLE	73.91	77.46	76.19	75.86	84.21	63.55	MODERATE	STABLE
LAMBERTVILLE CITY	STABLE	87.07	65.98	76.68	69.62	77.64	56.90	MODERATE	STABLE
LEBANON BORO	STABLE	96.55	89.29	92.59	92.86	100.00	89.91	HIGH	STABLE
LEBANON TWP	STABLE	73.40	81.33	84.62	79.83	79.72	67.09	MODERATE	IMPROVE
MILFORD BORO	IMPROVE	82.50	84.00	86.67	84.44	94.28	70.72	MODERATE	STABLE
NORTH HUNTERDON REG H	STABLE	84.73	83.13	88.88	85.59	86.69	82.67	HIGH	IMPROVE
READINGTON TWP	IMPROVE	69.60	87.50	97.82	91.41	92.58	86.63	HIGH	IMPROVE
SOUTH HUNTERDON REG H	IMPROVE	85.83	79.53	93.10	86.02	90.25	81.42	HIGH	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=HUNTERDON

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
STOCKTON BORO	Z	RURAL CTR	80.00	100.00	90.00	92.11	100.00	55.21	HIGH
TEWKSBURY TWP	I	RURAL	86.71	94.15	97.16	92.55	92.00	81.42	HIGH
UNION TWP	E	RURAL	98.67	93.06	96.55	96.10	100.00	96.07	HIGH
WEST AMWELL TWP	E	RURAL	91.43	89.47	93.75	91.62	97.99	84.87	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
STOCKTON BORO	STABLE	80.00	72.22	90.00	78.95	100.00	55.21	MODERATE	STABLE
TEWKSBURY TWP	IMPROVE	86.71	92.40	96.45	91.70	92.00	81.42	HIGH	IMPROVE
UNION TWP	STABLE	94.67	80.56	89.66	88.29	99.75	89.58	HIGH	STABLE
WEST AMWELL TWP	STABLE	68.57	91.23	96.88	84.82	79.45	57.70	MODERATE	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=MERCER

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
EAST WINDSOR REGIONAL	I	SUB RURAL	88.19	88.27	91.04	89.13	89.82	86.57	HIGH
EWING TWP	G	URBAN SUB	86.19	77.28	85.99	83.09	87.97	84.41	MODERATE
HAMILTON TWP	D	URBAN SUB	84.34	86.08	88.99	86.40	85.43	83.26	HIGH
HOPEWELL VALLEY REG	I	REGIONAL	96.16	95.44	97.16	96.21	97.34	94.98	HIGH
LAWRENCE TWP	H	SUBURBAN	92.60	89.59	94.21	92.16	94.28	90.92	HIGH
PRINCETON REG	J	SUBURBAN	92.72	91.90	95.35	93.30	94.41	91.02	HIGH
TRENTON CITY	A	URBAN CTR	45.35	44.64	54.82	48.27	46.89	43.81	LOW
W WINDSOR-PLAINSBORO REG	J	SUB RURAL	94.96	92.81	96.76	94.80	96.48	93.44	HIGH
WASHINGTON TWP	E	RURAL	87.91	90.44	92.50	90.16	94.61	81.21	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
EAST WINDSOR REGIONAL	IMPROVE	84.73	84.48	87.62	85.57	86.54	82.92	HIGH	IMPROVE
EWING TWP	STABLE	79.57	74.84	83.65	79.21	81.65	77.50	MODERATE	IMPROVE
HAMILTON TWP	IMPROVE	76.42	82.32	84.16	80.84	77.69	75.15	MODERATE	IMPROVE
HOPEWELL VALLEY REG	STABLE	94.38	95.93	97.15	95.76	95.80	92.97	HIGH	IMPROVE
LAWRENCE TWP	STABLE	85.79	85.33	89.47	86.85	88.05	83.54	HIGH	IMPROVE
PRINCETON REG	IMPROVE	89.51	89.56	93.11	90.71	91.51	87.52	HIGH	IMPROVE
TRENTON CITY	IMPROVE	33.72	33.85	52.28	39.96	35.18	32.25	LOW	IMPROVE
W WINDSOR-PLAINSBORO REG	IMPROVE	90.16	89.67	94.83	91.50	92.24	88.09	HIGH	IMPROVE
WASHINGTON TWP	STABLE	76.92	78.08	87.50	80.74	85.58	68.27	MODERATE	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=MIDDLESEX

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
CARTERET BORO	B	URBAN SUB	86.45	83.53	87.84	85.89	88.43	84.47	HIGH
CRANBURY TWP	H	SUB RURAL	96.43	93.88	95.74	95.39	100.00	91.57	HIGH
DUNELLEN BORO	D	URBAN SUB	85.21	88.15	89.90	87.63	88.99	81.42	HIGH
EAST BRUNSWICK TWP	I	SUBURBAN	91.77	91.45	94.75	92.66	92.81	90.72	HIGH
EDISON TWP	G	URBAN SUB	93.56	95.05	96.69	95.06	94.34	92.77	HIGH
HELMETTA BORO	Z	SUBURBAN	75.33	100.00		83.33	89.16	57.51	
HIGHLAND PARK BORO	H	URBAN SUB	92.21	91.52	90.88	91.56	94.28	90.14	HIGH
JAMESBURG BORO	A	RURAL CTR	78.80	70.51	93.83	77.59	84.71	72.90	MODERATE
METUCHEN BORO	H	URBAN SUB	88.32	90.29	92.72	90.34	90.63	86.02	HIGH
MIDDLESEX BORO	E	SUBURBAN	88.71	90.61	90.14	89.80	90.91	86.51	HIGH
MIDDLESEX CTY VOC	V	VOCATIONAL	68.97	66.16	70.87	68.64	71.55	66.38	MODERATE
MILLTOWN BORO	F	SUBURBAN	86.93	84.30	95.73	88.87	91.91	81.95	HIGH
MONROE TWP	C	SUB RURAL	88.75	82.22	92.55	87.96	91.35	86.16	HIGH
NEW BRUNSWICK CITY	A	URBAN CTR	50.86	58.03	63.51	57.44	67.79	47.92	LOW
NORTH BRUNSWICK TWP	F	SUBURBAN	93.89	90.35	93.58	92.61	95.27	92.50	HIGH
OLD BRIDGE TWP	G	SUB RURAL	84.58	86.45	91.11	87.27	85.78	83.37	HIGH
PERTH AMBOY CITY	A	URBAN CTR	58.48	56.99	60.37	58.63	60.92	56.04	LOW
PISCATAWAY TWP	H	SUB RURAL	86.66	85.31	91.11	87.64	88.11	85.21	HIGH
SAYREVILLE BORO	D	SUB RURAL	90.39	89.53	92.89	90.89	91.70	89.08	HIGH
SOUTH AMBOY CITY	C	URBAN SUB	78.48	81.53	91.39	83.45	83.01	73.95	MODERATE
SOUTH BRUNSWICK TWP	H	SUB RURAL	85.78	88.39	91.79	88.35	87.90	83.66	HIGH
SOUTH PLAINFIELD BORO	F	SUBURBAN	86.56	87.74	91.06	88.41	88.49	84.63	HIGH
SOUTH RIVER BORO	B	URBAN SUB	90.88	90.23	92.64	91.49	92.97	88.80	HIGH
SPOTSWOOD BORO	F	SUBURBAN	84.17	78.81	94.91	85.77	87.16	81.19	HIGH
WOODBRIDGE TWP	E	URBAN SUB	88.91	88.06	94.01	90.17	89.77	88.05	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
CARTERET BORO	STABLE	81.30	81.30	90.00	83.84	83.39	78.85	MODERATE	IMPROVE
CRANBURY TWP	STABLE	80.36	96.00	97.87	90.85	90.76	69.95	HIGH	IMPROVE
DUNELLEN BORO	IMPROVE	81.25	88.04	88.15	85.67	85.42	77.08	HIGH	IMPROVE
EAST BRUNSWICK TWP	IMPROVE	89.08	90.00	93.24	90.78	90.27	87.89	HIGH	IMPROVE
EDISON TWP	IMPROVE	92.34	94.34	96.43	94.32	93.19	91.50	HIGH	IMPROVE
HELMETTA BORO		53.33	83.33		64.58	71.19	35.48		
HIGHLAND PARK BORO	STABLE	85.49	85.49	85.56	85.51	88.22	82.76	HIGH	STABLE
JAMESBURG BORO	IMPROVE	70.11	56.48	83.95	66.32	76.72	63.49	MODERATE	IMPROVE
METUCHEN BORO	IMPROVE	80.65	83.96	91.74	85.18	83.48	77.81	HIGH	IMPROVE
MIDDLESEX BORO	STABLE	86.97	89.81	87.16	87.96	89.30	84.63	HIGH	STABLE
MIDDLESEX CTY VOC	STABLE	71.32	74.16	71.71	72.42	73.85	68.80	MODERATE	STABLE
MILLTOWN BORO	IMPROVE	80.68	83.47	92.07	85.24	86.51	74.85	HIGH	IMPROVE
MONROE TWP	IMPROVE	86.47	81.43	93.10	87.24	89.28	83.66	HIGH	IMPROVE
NEW BRUNSWICK CITY	IMPROVE	31.10	45.50	55.48	43.99	33.83	28.37	LOW	IMPROVE
NORTH BRUNSWICK TWP	STABLE	91.48	91.86	94.59	92.62	93.10	89.86	HIGH	IMPROVE
OLD BRIDGE TWP	IMPROVE	80.15	82.52	88.74	83.66	81.49	78.82	MODERATE	IMPROVE
PERTH AMBOY CITY	STABLE	52.62	55.37	64.39	57.49	55.09	50.15	LOW	IMPROVE
PISCATAWAY TWP	IMPROVE	81.73	81.61	89.91	84.34	83.39	80.07	MODERATE	IMPROVE
SAYREVILLE BORO	IMPROVE	91.66	91.38	95.22	92.68	92.89	90.43	HIGH	IMPROVE
SOUTH AMBOY CITY	IMPROVE	83.49	87.11	95.88	88.49	87.59	79.39	HIGH	IMPROVE
SOUTH BRUNSWICK TWP	IMPROVE	78.77	79.93	82.52	80.33	81.25	76.29	MODERATE	IMPROVE
SOUTH PLAINFIELD BORO	IMPROVE	82.73	85.34	90.96	86.28	84.88	80.58	HIGH	IMPROVE
SOUTH RIVER BORO	STABLE	87.21	87.46	90.83	88.40	89.63	84.80	HIGH	IMPROVE
SPOTSWOOD BORO	IMPROVE	82.99	76.21	94.74	84.48	86.05	79.92	MODERATE	IMPROVE
WOODBRIDGE TWP	IMPROVE	87.90	86.56	93.98	89.30	88.80	87.01	HIGH	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=MONMOUTH

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
ASBURY PARK CITY	A	URBAN CTR	52.88	53.80	56.16	54.24	56.08	49.69	LOW
ATLANTIC HIGHLANDS BORO	G	SUBURBAN	81.82	86.67	92.31	86.60	89.03	74.61	HIGH
AVON BORO	I	SUBURBAN	95.35	100.00	96.97	97.69	100.00	89.05	HIGH
BELMAR BORO	F	URBAN CTR	78.99	86.32	81.48	82.27	86.31	71.67	MODERATE
BRADLEY BEACH BORO	C	SUBURBAN	76.02	87.01	85.90	83.19	86.08	67.17	MODERATE
BRIELLE BORO	I	SUBURBAN	91.58	98.94	96.25	95.54	97.16	85.99	HIGH
COLTS NECK TWP	J	SUB RURAL	93.99	93.51	96.41	94.60	96.76	91.22	HIGH
DEAL BORO	I	SUBURBAN	100.00	93.33	100.00	97.40			HIGH
EATONTOWN BORO	H	SUBURBAN	82.69	84.76	94.39	87.23	86.33	79.06	HIGH
FAIR HAVEN BORO	J	SUBURBAN	90.24	91.62	95.24	92.20	94.31	86.18	HIGH
FARMINGDALE BORO	Z	RURAL CTR	97.62	87.50	93.55	92.92	100.00	93.01	HIGH
FREEHOLD BORO	D	RURAL CTR	77.51	77.03	77.55	77.37	81.17	71.85	MODERATE
FREEHOLD REG H	F	REGIONAL	90.20	88.29	92.10	90.20	91.20	89.21	HIGH
FREEHOLD TWP	H	SUB RURAL	94.49	94.82	95.97	95.07	96.09	92.89	HIGH
HAZLET TWP	G	SUBURBAN	87.69	82.43	88.10	86.04	89.21	83.17	HIGH
HENRY HUDSON REG	E	REGIONAL	80.52	84.39	83.33	82.73	85.63	75.41	MODERATE
HIGHLANDS BORO	A	SUBURBAN	63.22	87.10	81.93	76.29	73.35	53.09	MODERATE
HOLMDEL TWP	I	SUB RURAL	92.17	92.80	95.75	93.76	94.52	[illegible]	HIGH
HOWELL TWP	D	RURAL	87.81	92.40	92.33	90.80	90.06	85.56	HIGH
KEANSBURG BORO	B	URBAN CTR	73.75	74.65	77.38	75.31	77.61	69.89	MODERATE
KEYPORT BORO	C	URBAN CTR	73.55	70.53	75.87	73.28	77.12	69.98	MODERATE
LITTLE SILVER BORO	J	SUBURBAN	94.92	93.89	97.58	95.40	98.15	91.68	HIGH
LONG BRANCH CITY	D	URBAN CTR	73.68	68.84	71.20	73.14	76.03	71.32	MODERATE
MANALAPAN-ENGLISHTOWN REG	H	SUB RURAL	87.23	88.25	92.88	89.32	89.49	84.97	HIGH
MANASQUAN BORO	G	SUBURBAN	89.89	85.87	93.92	89.86	91.92	87.87	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
ASBURY PARK CITY	IMPROVE	45.03	50.23	54.79	50.00	48.22	41.84	LOW	IMPROVE
ATLANTIC HIGHLANDS BORO	IMPROVE	66.36	85.56	91.21	80.07	75.19	57.53	MODERATE	IMPROVE
AVON BORO	STABLE	90.70	94.44	96.88	93.80	99.38	82.02	HIGH	STABLE
BELMAR BORO	STABLE	69.75	72.88	72.48	71.68	78.00	61.49	MODERATE	STABLE
BRADLEY BEACH BORO	STABLE	74.03	73.08	74.36	73.82	83.82	64.23	MODERATE	STABLE
BRIELLE BORO	STABLE	89.47	91.49	96.20	92.16	99.65	83.30	HIGH	IMPROVE
COLTS NECK TWP	STABLE	91.87	90.46	88.35	90.30	95.06	88.69	HIGH	DECLINE
DEAL BORO		100.00	100.00	100.00	100.00			HIGH	
EATONTOWN BORO	IMPROVE	69.95	77.21	91.84	79.51	74.36	65.55	MODERATE	IMPROVE
FAIR HAVEN BORO	IMPROVE	90.73	91.62	93.53	91.87	94.70	86.76	HIGH	STABLE
FARMINGDALE BORO	STABLE	92.86	77.50	90.32	86.73	100.00	85.07	HIGH	STABLE
FREEHOLD BORO	STABLE	69.86	68.78	76.42	71.89	76.08	63.64	MODERATE	IMPROVE
FREEHOLD REG H	IMPROVE	87.02	86.81	91.67	88.50	88.15	85.89	HIGH	IMPROVE
FREEHOLD TWP	STABLE	92.07	92.47	89.30	91.33	93.97	90.18	HIGH	DECLINE
HAZLET TWP	STABLE	83.43	79.75	86.47	83.12	85.15	81.70	MODERATE	IMPROVE
HENRY HUDSON REG	STABLE	80.09	86.08	81.31	82.58	85.24	74.94	MODERATE	STABLE
HIGHLANDS BORO	IMPROVE	49.43	74.60	77.38	66.24	59.93	38.92	MODERATE	IMPROVE
HOLMDEL TWP	IMPROVE	90.04	91.29	93.50	91.58	92.06	88.01	HIGH	IMPROVE
HOWELL TWP	IMPROVE	78.89	82.99	83.89	81.88	81.70	76.08	MODERATE	IMPROVE
KEANSBURG BORO	STABLE	60.04	65.42	75.56	67.19	64.34	55.74	MODERATE	IMPROVE
KEYPORT BORO	STABLE	64.79	76.75	81.24	73.91	68.66	60.92	MODERATE	IMPROVE
LITTLE SILVER BORO	STABLE	92.09	88.89	97.58	92.72	96.07	88.11	HIGH	IMPROVE
LONG BRANCH CITY	IMPROVE	68.29	66.11	75.95	69.98	70.79	65.79	MODERATE	IMPROVE
MANALAPAN-ENGLISHTOWN REG	IMPROVE	80.48	82.35	90.12	84.08	83.16	77.80	MODERATE	IMPROVE
MANASQUAN BORO	IMPROVE	82.94	82.43	90.95	85.30	85.47	80.41	HIGH	IMPROVE

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NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=MONMOUTH

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
MARLBORO TWP	G	SUB RURAL	95.31	95.99	96.08	96.05	96.77	93.86	HIGH
MATAWAN REGIONAL	H	REGIONAL	86.30	86.01	88.74	86.95	87.94	84.67	HIGH
MIDDLETOWN TWP	H	SUB RURAL	86.60	85.38	88.85	86.91	87.67	85.53	HIGH
MILLSTONE TWP	A	RURAL	85.29	92.42	97.86	92.51	92.17	78.42	HIGH
MONMOUTH BEACH BORO	Z	SUBURBAN	91.21	94.94	97.22	94.21	97.03	85.39	HIGH
MONMOUTH REG H	H	REGIONAL	86.05	85.92	88.99	86.92	88.81	83.28	HIGH
NEPTUNE CITY BORO	D	SUBURBAN	89.32	86.24	94.69	90.15	95.29	83.36	HIGH
NEPTUNE TWP	A	URBAN CTR	75.74	71.76	81.58	76.34	77.73	73.75	MODERATE
OCEAN TWP	I	SUBURBAN	91.22	91.60	93.78	92.20	92.69	89.75	HIGH
OCEANPORT BORO	I	SUBURBAN	90.74	84.66	92.27	89.21	95.20	86.28	HIGH
RED BANK BORO	D	URBAN CTR	70.48	68.63	81.73	73.41	76.42	64.55	MODERATE
RED BANK REG	G	REGIONAL	87.80	80.88	87.11	85.23	90.58	85.03	HIGH
ROOSEVELT BORO	Z	SUB RURAL	86.96	71.43	100.00	86.15	100.00	73.19	HIGH
RUMSON BORO	J	SUBURBAN	97.22	95.91	97.73	96.96	99.62	94.82	HIGH
RUMSON FAIR HAVEN REG H	J	REGIONAL	93.38	93.96	94.19	93.84	95.50	91.27	HIGH
SEA GIRT BORO	Z	SUBURBAN	98.28	98.08	100.00	98.73	100.00	94.93	HIGH
SHORE REG H	I	REGIONAL	90.41	88.43	90.55	89.72	93.02	87.80	HIGH
SHREWSBURY BORO	I	SUBURBAN	91.82	91.11	100.00	93.91	96.94	86.70	HIGH
SPRING LAKE BORO	I	SUBURBAN	96.88	93.95	100.00	97.42	100.00	92.61	HIGH
SPRING LAKE HEIGHTS BORO	G	SUBURBAN	96.05	88.51	92.96	92.31	100.00	91.67	HIGH
TINTON FALLS	H	SUB RURAL	82.11	85.86	92.70	86.33	86.90	77.32	HIGH
UNION BEACH	A	RURAL	76.72	86.56	88.36	83.87	82.74	70.69	MODERATE
UPPER FREEHOLD REG	D	REGIONAL	86.23	77.11	86.72	83.36	88.96	83.49	MODERATE
WALL TWP	G	SUB RURAL	91.74	91.31	93.30	92.10	93.30	90.18	HIGH
WEST LONG BRANCH BORO	I	SUBURBAN	88.78	93.26	97.62	93.00	93.19	84.36	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
MARLBORO TWP	IMPROVE	90.52	91.24	92.46	91.39	92.53	88.50	HIGH	STABLE
MATAWAN REGIONAL	IMPROVE	75.24	78.32	83.39	78.78	77.29	73.18	MODERATE	IMPROVE
MIDDLETOWN TWP	IMPROVE	81.35	82.56	84.83	82.88	82.57	80.12	MODERATE	IMPROVE
MILLSTONE TWP	IMPROVE	70.59	84.09	89.29	82.35	79.43	61.75	MODERATE	IMPROVE
MONMOUTH BEACH BORO	IMPROVE	75.82	97.47	93.06	88.02	84.62	67.03	HIGH	IMPROVE
MONMOUTH REG H	IMPROVE	85.05	85.87	90.68	87.07	87.90	82.20	HIGH	IMPROVE
NEPTUNE CITY BORO	STABLE	81.55	77.06	96.46	85.23	89.04	74.06	HIGH	IMPROVE
NEPTUNE TWP	IMPROVE	62.68	64.38	78.08	68.24	64.93	60.44	MODERATE	IMPROVE
OCEAN TWP	IMPROVE	89.10	88.18	91.50	89.61	90.72	87.48	HIGH	IMPROVE
OCEANPORT BORO	STABLE	86.42	78.41	88.33	84.36	91.70	81.14	MODERATE	STABLE
RED BANK BORO	IMPROVE	61.06	53.20	70.56	61.50	67.42	54.70	LOW	IMPROVE
RED BANK REG	STABLE	84.05	79.50	85.83	83.06	87.16	80.94	MODERATE	STABLE
ROOSEVELT BORO	STABLE	82.61	76.19	85.71	81.54	98.10	67.12	MODERATE	STABLE
RUMSON BORO	STABLE	95.00	91.23	96.59	94.31	98.18	91.82	HIGH	STABLE
RUMSON FAIR HAVEN REG H	STABLE	90.70	93.21	92.37	92.10	93.18	88.22	HIGH	STABLE
SEA GIRT BORO	STABLE	98.28	92.31	100.00	96.86	100.00	94.93	HIGH	STABLE
SHORE REG H	STABLE	92.04	88.60	93.22	91.13	94.44	89.64	HIGH	STABLE
SHREWSBURY BORO	IMPROVE	81.82	86.67	98.73	88.17	89.03	74.61	HIGH	IMPROVE
SPRING LAKE BORO	STABLE	84.38	83.78	91.07	86.08	93.27	75.48	HIGH	STABLE
SPRING LAKE HEIGHTS BORO	STABLE	90.79	79.31	87.32	85.47	97.29	84.29	HIGH	STABLE
TINTON FALLS	IMPROVE	68.02	72.73	74.72	71.43	73.83	62.20	MODERATE	IMPROVE
UNION BEACH	IMPROVE	84.66	84.95	94.18	87.94	89.79	79.52	HIGH	IMPROVE
UPPER FREEHOLD REG	STABLE	78.43	71.43	83.33	77.75	81.69	75.17	MODERATE	IMPROVE
WALL TWP	STABLE	87.95	86.34	89.47	87.91	89.80	86.10	HIGH	STABLE
WEST LONG BRANCH BORO	IMPROVE	86.73	88.08	89.22	87.95	91.48	81.99	HIGH	STABLE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
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COUNTY=MORRIS

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
BOONTON TOWN	I	URBAN SUB	88.67	90.84	91.20	90.20	90.85	86.49	HIGH
BOONTON TWP	I	SUBURBAN	93.18	94.90	93.98	94.05	98.43	87.93	HIGH
BUTLER BORO	E	URBAN SUB	88.64	85.68	91.40	88.46	90.85	86.43	HIGH
CHATHAM BORO	J	SUBURBAN	96.41	96.62	98.63	97.17	98.04	94.78	HIGH
CHATHAM TWP	J	SUBURBAN	92.33	95.83	98.04	95.34	94.46	90.20	HIGH
CHESTER TWP	J	RURAL	91.09	90.17	98.54	92.97	94.56	87.61	HIGH
DENVILLE TWP	H	SUBURBAN	92.06	93.51	96.10	93.75	96.42	89.70	HIGH
DOVER TOWN	C	URBAN SUB	80.62	74.93	84.70	81.67	83.36	77.89	MODERATE
EAST HANOVER TWP	G	SUBURBAN	87.58	92.83	97.10	92.21	91.13	84.02	HIGH
FLORHAM PARK BORO	J	SUBURBAN	96.39	93.33	98.92	96.20	98.81	93.78	HIGH
HANOVER PARK REG H	I	REGIONAL	91.00	88.68	90.28	89.97	92.66	89.35	HIGH
HANOVER TWP	H	SUBURBAN	95.91	92.61	92.31	93.67	97.87	93.94	HIGH
HARDING TOWNSHIP	J	SUB RURAL	95.06	93.48	97.30	95.14	99.78	90.34	HIGH
JEFFERSON TWP	F	SUB RURAL	87.91	88.58	92.12	89.54	89.87	85.95	HIGH
KINNELON BORO	J	SUB RURAL	93.84	88.84	93.49	92.04	95.62	92.06	HIGH
LINCOLN PARK BORO	F	SUBURBAN	89.17	84.58	91.43	88.33	93.10	85.23	HIGH
MADISON BORO	I	SUBURBAN	92.89	92.69	96.69	94.05	94.57	91.21	HIGH
MENDHAM BORO	J	SUBURBAN	97.93	99.32	100.00	99.03	100.00	95.61	HIGH
MENDHAM TWP	J	SUB RURAL	95.60	98.00	97.91	97.09	98.79	92.41	HIGH
MINE HILL TWP	E	SUBURBAN	90.00	91.67	98.51	93.13	97.03	82.97	HIGH
MONTVILLE TWP	H	SUBURBAN	92.03	89.46	97.28	92.90	93.66	90.41	HIGH
MORRIS HILLS REG H	G	REGIONAL	89.73	88.68	93.14	90.50	91.16	88.29	HIGH
MORRIS PLAINS BORO	J	SUBURBAN	97.81	95.09	94.16	95.69	100.00	95.49	HIGH
MORRIS SCHOOL DISTRICT	H	URBAN CTR	91.07	86.88	88.60	88.84	92.43	89.70	HIGH
MOUNT ARLINGTON BORO	G	SUBURBAN	87.70	89.84	98.18	91.67	93.53	81.98	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
BOONTON TOWN	IMPROVE	85.59	87.67	87.52	86.89	88.01	83.18	HIGH	STABLE
BOONTON TWP	STABLE	92.05	85.71	96.39	91.08	97.70	86.39	HIGH	STABLE
BUTLER BORO	IMPROVE	82.03	83.42	87.52	84.22	84.70	79.35	MODERATE	IMPROVE
CHATHAM BORO	IMPROVE	95.18	91.75	96.36	94.40	97.06	93.30	HIGH	STABLE
CHATHAM TWP	IMPROVE	89.35	92.32	94.66	92.06	91.82	86.88	HIGH	IMPROVE
CHESTER TWP	IMPROVE	88.28	82.55	98.54	89.37	92.22	84.34	HIGH	IMPROVE
DENVILLE TWP	IMPROVE	87.90	87.01	97.32	90.41	90.74	85.05	HIGH	IMPROVE
DOVER TOWN	IMPROVE	72.87	72.49	81.71	75.53	75.96	69.79	MODERATE	IMPROVE
EAST HANOVER TWP	IMPROVE	86.40	86.01	92.39	88.11	90.10	82.71	HIGH	IMPROVE
FLORHAM PARK BORO	IMPROVE	93.52	91.22	96.22	93.56	96.80	90.24	HIGH	STABLE
HANOVER PARK REG H	STABLE	88.89	90.74	91.86	90.47	90.71	87.07	HIGH	IMPROVE
HANOVER TWP	DECLINE	88.14	83.63	86.86	85.87	91.36	84.93	HIGH	STABLE
HARDING TOWNSHIP	STABLE	93.83	90.22	97.30	93.52	99.07	88.59	HIGH	STABLE
JEFFERSON TWP	IMPROVE	86.34	87.50	93.14	89.00	88.40	84.28	HIGH	IMPROVE
KINNELON BORO	STABLE	90.69	87.40	93.87	90.47	92.84	88.53	HIGH	IMPROVE
LINCOLN PARK BORO	STABLE	82.08	81.06	80.48	81.24	86.94	77.23	MODERATE	STABLE
MADISON BORO	IMPROVE	91.11	92.69	95.05	92.91	92.97	89.25	HIGH	IMPROVE
MENDHAM BORO	STABLE	95.86	95.95	94.17	95.40	99.10	92.62	HIGH	STABLE
MENDHAM TWP	STABLE	93.71	92.00	98.54	94.62	97.46	89.94	HIGH	IMPROVE
MINE HILL TWP	IMPROVE	84.29	77.08	89.53	82.83	92.81	75.76	MODERATE	STABLE
MONTVILLE TWP	IMPROVE	83.63	85.21	94.66	87.83	86.04	81.63	HIGH	IMPROVE
MORRIS HILLS REG H	IMPROVE	87.31	89.03	90.19	88.83	88.89	85.73	HIGH	IMPROVE
MORRIS PLAINS BORO	DECLINE	96.45	87.73	93.43	92.29	99.51	93.40	HIGH	STABLE
MORRIS SCHOOL DISTRICT	DECLINE	84.93	83.06	85.01	84.31	86.64	83.22	MODERATE	STABLE
MOUNT ARLINGTON BORO	IMPROVE	84.30	86.61	92.66	87.68	90.78	77.81	HIGH	IMPROVE

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NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
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COUNTY=MORRIS

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
MOUNT OLIVE TWP	G	SUB RURAL	9e.87	91.58	9e.59	94.23	98.22	95.51	HIGH
MOUNTAIN LAKES BORO	J	SUBURBAN	97.70	97.32	99.72	98.16	99.11	96.28	HIGH
NETCONG BORO	C	RURAL CTR	91.43	84.21	89.39	88.21	97.99	84.87	HIGH
PARSIPPANY-TROY HILLS TWP	H	SUBURBAN	90.66	89.48	92.32	91.69	91.72	89.61	HIGH
PASSAIC TWP	H	SUBURBAN	93.37	93.43	97.44	94.7?	96.99	89.75	HIGH
PEQUANNOCK TWP	H	SUBURBAN	94.17	89.17	95.84	93.11	95.60	92.74	HIGH
RANDOLPH TWP	I	SUBURBAN	95.03	92.74	9e.79	94.82	96.21	93.86	HIGH
RIVERDALE BORO	F	SUBURBAN	86.76	88.14	93.85	89.58	94.82	78.71	HIGH
ROCKAWAY BORO	E	SUBURBAN	91.41	92.02	93.94	92.36	95.71	87.11	HIGH
ROCKAWAY TWP	E	SUB RURAL	85.15	95.20	95.58	91.75	87.82	82.47	HIGH
ROXBURY TWP	G	SUB RURAL	90.62	88.74	90.65	90.01	92.05	89.19	HIGH
WASHINGTON TWP	H	RURAL	94.20	95.06	97.39	95.54	96.45	91.95	HIGH
WEST MORRIS REG H	I	REGIONAL	94.58	92.52	96.17	94.42	95.72	93.45	HIGH
WHARTON BORO	D	SUBURBAN	94.92	94.53	95.12	94.85	98.88	90.95	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
MOUNT OLIVE TWP	STABLE	92.64	87.76	91.76	90.32	94.67	20.62	HIGH	STABLE
MOUNTAIN LAKES BORO	IMPROVE	98.15	98.05	98.01	98.08	99.42	96.88	HIGH	STABLE
NETCONG BORO	STABLE	87.14	77.92	90.91	84.98	94.98	79.30	MODERATE	STABLE
PARSIPPANY-TROY HILLS TWP	IMPROVE	86.95	87.82	93.93	89.40	88.17	85.73	HIGH	IMPROVE
PASSAIC TWP	IMPROVE	92.78	89.90	95.38	92.67	96.56	89.00	HIGH	STABLE
PEQUANNOCK TWP	IMPROVE	90.95	87.59	92.39	90.33	92.71	89.20	HIGH	STABLE
RANDOLPH TWP	IMPROVE	91.69	88.75	97.20	92.46	93.18	90.19	HIGH	IMPROVE
RIVERDALE BORO	STABLE	86.76	66.10	84.62	79.69	94.82	78.71	MODERATE	STABLE
ROCKAWAY BORO	STABLE	87.12	90.12	92.42	89.74	92.26	81.97	HIGH	IMPROVE
ROCKAWAY TWP	IMPROVE	80.44	89.01	89.95	86.25	83.42	77.46	HIGH	IMPROVE
ROXBURY TWP	STABLE	84.44	84.92	87.69	85.65	86.21	82.66	HIGH	IMPROVE
WASHINGTON TWP	IMPROVE	79.85	89.53	95.73	88.49	83.73	75.98	HIGH	IMPROVE
WEST MORRIS REG H	IMPROVE	89.74	92.42	93.58	91.63	91.26	88.22	HIGH	IMPROVE
WHARTON BORO	STABLE	93.22	91.41	89.43	91.33	97.76	88.68	HIGH	STABLE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=OCEAN

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
BARNEGAT TOWNSHIP	Z	RURAL	85.66	81.66	85.02	84.11	89.88	81.44	MODERATE
BAY HEAD BORO	Z	SUBURBAN	86.05	93.10	96.67	91.18	96.40	75.69	HIGH
BEACH HAVEN BORO	Z	SUBURBAN	94.44	93.75	97.14	95.15	100.00	86.96	HIGH
BERKELEY TWP	C	RURAL	81.77	80.05	95.31	85.80	85.53	79.02	HIGH
BRICK TWP	E	SUB RURAL	89.37	88.01	93.40	90.27	90.47	88.20	HIGH
CENT REG H	C	SUB RURAL	79.37	75.42	80.62	78.44	82.13	76.61	MODERATE
EAGLESWOOD TWP	Z	RURAL	82.14	67.85	87.50	78.75	96.33	67.96	MODERATE
ISLAND HEIGHTS BORO	Z	SUBURBAN	90.48	90.00	100.00	93.20	99.35	81.60	HIGH
JACKSON TWP	D	SUB RURAL	83.65	80.14	83.93	84.20	85.35	81.94	MODERATE
LACEY TWP	B	RURAL	85.86	84.06	93.95	87.91	89.26	82.45	HIGH
LAKEHURST BORO	E	RURAL CTR	82.88	80.00	82.93	81.93	88.99	76.77	MODERATE
LAKEWOOD TWP	C	URBAN SUB	65.35	71.22	74.83	70.44	67.78	62.91	MODERATE
LAVALLETTE BORO	Z	SUBURBAN	91.89	81.82	97.56	90.16	100.00	83.10	HIGH
LITTLE EGG HARBOR TWP	B	RURAL	84.48	83.33	88.89	85.57	89.14	79.82	HIGH
LONG BEACH ISLAND	F	SUB RURAL	93.84	92.39	97.87	95.10	97.74	89.93	HIGH
MANCHESTER TWP	A	RURAL	75.14	73.65	81.08	76.74	78.85	71.44	MODERATE
OCEAN GATE BORO	Z	SUBURBAN	75.00	100.00	97.22	89.57	87.79	62.21	HIGH
OCEAN TWP	Z	RURAL	72.53	79.00	97.39	83.22	81.70	63.36	MODERATE
PINELANDS REGIONAL	Z	REGIONAL			82.51	82.51			
PLUMSTED TWP	B	RUR CTR RUR	79.72	75.78	80.30	78.44	86.31	73.13	MODERATE
POINT PLEASANT BEACH BORO	F	SUBURBAN	95.65	92.44	95.13	94.37	97.67	93.63	HIGH
POINT PLEASANT BORO	D	SUBURBAN	87.68	82.83	92.39	87.52	89.70	85.67	HIGH
SEASIDE HEIGHTS BORO	Z	SUBURBAN	82.69	84.21	88.89	84.83	92.97	72.41	MODERATE
SEASIDE PARK BORO	Z	SUBURBAN	90.00	95.12	100.00	94.74	99.30	80.70	HIGH
SOUTHERN REGIONAL	C	REGIONAL	88.71	80.90	87.67	85.53	90.63	86.79	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
BARNEGAT TOWNSHIP	STABLE	75.47	78.55	81.04	78.55	80.65	70.29	MODERATE	IMPROVE
BAY HEAD BORO	IMPROVE	74.42	93.10	86.67	83.33	87.46	61.38	MODERATE	STABLE
BEACH HAVEN BORO	STABLE	97.22	93.75	97.14	96.12	100.00	91.85	HIGH	STABLE
BERKELEY TWP	IMPROVE	74.08	71.95	91.83	79.38	78.33	69.84	MODERATE	IMPROVE
BRICK TWP	IMPROVE	81.25	82.11	91.45	84.94	82.64	79.86	MODERATE	IMPROVE
CENT REG H	STABLE	74.21	69.06	79.31	74.14	77.20	71.22	MODERATE	IMPROVE
EAGLESWOOD TWP	STABLE	82.14	71.43	83.33	78.75	96.33	61.96	MODERATE	STABLE
ISLAND HEIGHTS BORO	IMPROVE	97.62	90.00	100.00	96.12	100.00	93.01	HIGH	STABLE
JACKSON TWP	IMPROVE	77.41	74.10	84.55	78.64	77.33	75.49	MODERATE	IMPROVE
LACEY TWP	IMPROVE	75.00	74.60	90.31	79.92	79.22	70.78	MODERATE	IMPROVE
LAKEHURST BORO	STABLE	74.83	74.07	73.17	74.07	81.85	67.81	MODERATE	STABLE
LAKEWOOD TWP	IMPROVE	56.28	63.53	71.58	63.76	58.83	53.74	LOW	IMPROVE
LAVALLETTE BORO	STABLE	75.68	75.00	95.12	81.97	87.50	61.85	MODERATE	IMPROVE
LITTLE EGG HARBOR TWP	STABLE	74.14	72.07	82.67	76.29	79.77	68.50	MODERATE	IMPROVE
LONG BEACH ISLAND	IMPROVE	87.76	88.43	92.86	89.71	93.05	82.46	HIGH	STABLE
MANCHESTER TWP	IMPROVE	64.12	68.20	75.83	69.71	68.23	60.02	MODERATE	IMPROVE
OCEAN GATE BORO	IMPROVE	68.18	94.29	100.00	86.09	81.94	54.42	HIGH	IMPROVE
OCEAN TWP	IMPROVE	60.44	62.63	87.37	70.18	70.49	50.39	MODERATE	IMPROVE
PINELANDS REGIONAL				84.59	84.59				
PLUMSTED TWP	STABLE	72.03	68.32	81.82	73.62	79.38	64.67	MODERATE	IMPROVE
POINT PLEASANT BEACH BORO	STABLE	88.27	92.93	93.33	91.53	91.45	85.08	HIGH	IMPROVE
POINT PLEASANT BORO	IMPROVE	87.19	85.35	91.74	88.01	89.24	85.15	HIGH	IMPROVE
SEASIDE HEIGHTS BORO	STABLE	84.62	87.72	86.11	86.21	94.42	74.81	HIGH	STABLE
SEASIDE PARK BORO	IMPROVE	82.50	80.49	93.75	84.96	94.28	70.72	MODERATE	STABLE
SOUTHERN REGIONAL	STABLE	86.76	83.41	91.02	86.70	88.83	84.70	HIGH	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=OCEAN

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
STAFFORD TWP	B	RURAL	84.02	89.22	93.07	88.95	88.61	79.42	HIGH	IMPROVE	70.08	81.04	93.43	81.96	75.83	64.34	MODERATE	IMPROVE
TOMS RIVER	D	REGIONAL	83.01	85.73	90.12	87.22	86.71	84.84	HIGH	IMPROVE	79.62	77.94	84.63	80.75	80.74	78.51	MODERATE	IMPROVE
TUCKERTON BURO	Z	RURAL CTR	89.58	90.74	98.31	93.17	98.23	80.94	HIGH	IMPROVE	83.33	94.34	89.83	89.37	93.88	72.79	HIGH	STABLE

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COUNTY=PASSAIC

DISTRICT	DFG	CTYPE	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH
BLOOMINGDALE BORO	E	SUB RURAL	91.60	94.71	89.86	92.10	94.96	88.24	HIGH
CLIFTON CITY	C	URBAN CTR	92.50	89.96	92.19	91.54	93.47	91.52	HIGH
HALEDON BORO	B	URBAN SUB	86.82	81.25	85.83	84.76	92.66	80.98	MODERATE
HAWTHORNE BORO	D	URBAN SUB	96.76	91.64	94.76	94.39	98.01	95.51	HIGH
LAKELAND REG H	F	REGIONAL	89.24	86.19	89.63	88.30	91.61	86.88	HIGH
LITTLE FALLS TWP	F	URBAN SUB	90.20	93.39	95.21	92.69	93.85	86.55	HIGH
NORTH HALEDON	E	URBAN SUB	85.94	84.83	90.30	86.92	90.85	81.02	HIGH
PASSAIC CITY	A	URBAN CTR	58.37	56.99	57.62	57.65	60.62	56.13	LOW
PASSAIC CO MANCHESTER REG	B	REGIONAL	87.38	84.84	90.28	87.39	90.53	84.24	HIGH
PASSAIC CO VOC	V	VOCATIONAL	71.10	70.34	78.53	73.33	73.97	68.22	MODERATE
PASSAIC CTY REG H	D	REGIONAL	90.13	87.61	87.82	88.55	92.16	88.10	HIGH
PATERSON CITY	A	URBAN CTR	52.43	54.95	56.54	54.63	53.66	51.20	LOW
POMPTON LAKES BORO	E	URBAN SUB	87.61	85.02	90.43	87.64	90.14	85.09	HIGH
PROSPECT PARK BORO	A	URBAN SUB	87.62	87.50	86.00	87.08	93.92	81.32	HIGH
RINGWOOD BORO	H	SUB RURAL	91.49	91.19	94.70	92.38	94.01	88.97	HIGH
TOTOWA BORO	B	URBAN SUB	83.93	89.28	91.18	86.72	88.74	79.12	HIGH
WANAQUE BORO	C	SUB RURAL	80.40	84.25	91.37	85.49	85.32	75.48	HIGH
WAYNE TWP	H	SUBURBAN	90.30	87.36	92.07	89.87	91.35	89.26	HIGH
WEST MILFORD TWP	F	SUB RURAL	86.47	86.31	88.72	87.15	88.16	84.78	HIGH
WEST PATERSON BORO	E	URBAN SUB	86.27	88.81	92.41	89.02	90.50	32.05	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
BLOOMINGDALE BORO	STABLE	78.24	90.75	83.57	83.91	83.24	73.25	MODERATE	IMPROVE
CLIFTON CITY	STABLE	90.90	90.00	92.83	91.20	91.96	89.84	HIGH	IMPROVE
HALEDON BORO	STABLE	77.52	73.21	81.67	77.56	84.72	70.32	MODERATE	STABLE
HAWTHORNE BORO	DECLINE	91.58	84.64	92.20	89.45	93.54	89.62	HIGH	STABLE
LAKELAND REG H	STABLE	85.82	86.69	91.86	88.13	88.49	83.15	HIGH	IMPROVE
LITTLE FALLS TWP	IMPROVE	80.39	90.75	93.62	87.61	85.27	75.62	HIGH	IMPROVE
NORTH HALEDON	STABLE	83.33	85.96	86.67	85.23	88.60	78.06	HIGH	STABLE
PASSAIC CITY	STABLE	45.34	48.61	49.00	47.74	47.61	43.06	LOW	IMPROVE
PASSAIC CO MANCHESTER REG	STABLE	87.38	82.05	90.56	86.51	90.53	84.24	HIGH	IMPROVE
PASSAIC CO VOC	IMPROVE	72.15	73.49	82.26	75.95	75.01	69.30	MODERATE	IMPROVE
PASSAIC CTY REG H	DECLINE	86.02	82.89	83.85	84.29	88.36	83.67	MODERATE	STABLE
PATERSON CITY	IMPROVE	50.58	52.62	58.33	53.82	51.81	49.34	LOW	IMPROVE
POMPTON LAKES BORO	IMPROVE	85.36	82.93	88.18	85.44	88.08	82.64	HIGH	IMPROVE
PROSPECT PARK BORO	STABLE	84.76	79.34	77.00	80.37	91.64	77.89	MODERATE	DECLINE
RINGWOOD BORO	IMPROVE	84.40	83.96	91.06	86.31	87.69	81.11	HIGH	IMPROVE
TOTOWA BORO	IMPROVE	81.70	80.30	90.69	84.19	86.76	76.63	MODERATE	IMPROVE
WANAQUE BORO	IMPROVE	74.40	79.79	79.50	78.05	79.81	68.99	MODERATE	STABLE
WAYNE TWP	IMPROVE	87.46	84.71	89.71	87.24	88.63	86.28	HIGH	IMPROVE
WEST MILFORD TWP	IMPROVE	83.17	83.34	86.11	84.18	85.03	81.32	MODERATE	IMPROVE
WEST PATERSON BORO	IMPROVE	75.29	77.48	82.14	78.85	80.59	70.00	MODERATE	IMPROVE

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NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=SALEM

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
ALLOWAY TWP	B	RURAL	89.89	97.26	98.51	94.76	96.15	83.62	HIGH
ELMER BORO	C	RURAL CTR	77.36	85.71	91.43	83.74	88.63	66.09	MODERATE
ELSINBORO TWP	Z	RURAL	84.00	79.31	100.00	87.50	98.37	69.63	HIGH
LOWER ALLOWAYS CREEK	Z	RURAL	92.45	89.66	93.75	91.82	99.56	85.34	HIGH
MANNINGTON TWP	A	RURAL	80.49	77.14	80.95	79.66	92.62	68.36	MODERATE
OLDMANS TWP	C	RURAL	75.81	82.54	87.69	82.11	86.47	65.15	MODERATE
PENNS GRV CARNEYS PT REG	B	RUR CTR RUR	74.40	74.34	80.05	76.20	77.36	71.45	MODERATE
PENNSVILLE	D	SUB RURAL	86.25	84.09	89.96	86.77	88.41	84.10	HIGH
PITTSGROVE TWP	A	RURAL	83.57	73.07	86.83	81.31	87.09	80.05	MODERATE
QUINTON TWP	B	RURAL	73.08	61.04	90.36	75.21	82.92	63.23	MODERATE
SALEM CITY	A	RURAL CTR	76.58	67.46	78.01	73.99	79.65	73.50	MODERATE
UPPER PITTSGROVE TWP	B	RURAL	87.85	79.63	97.03	87.97	94.04	81.66	HIGH
WOODSTOWN PILESGROVE REG	F	RUR CTR RUR	83.48	84.10	90.57	85.85	86.50	80.46	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
ALLOWAY TWP	IMPROVE	91.01	100.00	100.00	96.51	96.95	85.07	HIGH	IMPROVE
ELMER BORO	IMPROVE	79.25	85.71	100.00	86.99	90.16	68.33	HIGH	IMPROVE
ELSINBORO TWP	IMPROVE	84.00	82.76	100.00	88.75	98.37	69.63	HIGH	IMPROVE
LOWER ALLOWAYS CREEK	STABLE	88.68	89.66	100.00	92.45	97.21	80.15	HIGH	IMPROVE
MANNINGTON TWP	STABLE	65.85	45.71	88.10	67.80	80.37	51.34	MODERATE	IMPROVE
OLDMANS TWP	IMPROVE	72.58	74.60	86.15	77.89	83.69	61.48	MODERATE	IMPROVE
PENNS GRV CARNEYS PT REG	IMPROVE	61.55	66.12	75.42	67.52	64.84	58.26	MODERATE	IMPROVE
PENNSVILLE	IMPROVE	81.10	82.74	91.60	85.08	83.56	78.65	HIGH	IMPROVE
PITTSGROVE TWP	STABLE	78.92	73.66	89.85	81.05	82.79	75.05	MODERATE	IMPROVE
QUINTON TWP	IMPROVE	64.10	61.04	92.77	73.11	74.15	53.46	MODERATE	IMPROVE
SALEM CITY	STABLE	66.99	60.15	77.62	68.01	70.40	63.57	MODERATE	IMPROVE
UPPER PITTSGROVE TWP	IMPROVE	78.50	81.48	92.08	83.86	86.29	70.72	MODERATE	IMPROVE
WOODSTOWN PILESGROVE REG	IMPROVE	80.38	82.28	92.37	84.69	83.61	77.15	MODERATE	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=SOMERSET

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
BEDMINSTER TWP	H	RURAL	94.12	95.35	96.08	95.17	100.00	87.66	HIGH
BERNARDS TWP	J	SUB RURAL	96.26	94.68	98.04	96.32	97.46	95.06	HIGH
BERNARDSVILLE BORO	I	SUB RURAL	96.13	96.46	96.28	96.29	97.77	94.50	HIGH
BOUND BROOK BORO	D	URBAN SUB	91.03	88.07	93.00	90.67	93.31	88.75	HIGH
BRANCHBURG TWP	H	RURAL	92.88	97.02	97.31	96.39	95.82	89.95	HIGH
BRIDGEWATER-RARITAN REG	G	REGIONAL	94.53	92.67	95.28	94.16	95.78	93.69	HIGH
FRANKLIN TWP	G	URBAN SUB	77.78	78.29	80.35	78.73	79.81	75.76	MODERATE
GREEN BROOK TWP	I	SUBURBAN	92.90	91.13	92.15	92.05	95.70	90.10	HIGH
HILLSBOROUGH TWP	H	RURAL	92.39	91.32	96.41	93.41	93.93	90.85	HIGH
MANVILLE BORO	B	URBAN SUB	84.18	82.64	86.70	84.47	87.11	81.27	MODERATE
MONTGOMERY TWP	H	SUB RURAL	94.37	94.20	96.37	94.99	96.30	92.45	HIGH
NORTH PLAINFIELD BORO	H	URBAN SUB	86.97	89.36	90.07	88.67	89.12	84.82	HIGH
PEAPACK-GLADSTONE BORO	Z	SUBURBAN	87.18	90.24	97.67	91.27	97.67	76.69	HIGH
SOMERSET COUNTY VOC	V	VOCATIONAL	80.36	61.39	67.37	70.13	87.72	73.00	MODERATE
SOMERVILLE BORO	F	URBAN CTR	84.40	77.49	89.05	83.44	86.74	82.06	MODERATE
SOUTH BOUND BROOK	D	URBAN SUB	86.92	80.56	93.10	86.42	93.31	80.53	HIGH
WARREN TWP	I	SUBURBAN	96.35	96.70	97.44	96.80	98.38	94.33	HIGH
WATCHUNG BORO	J	SUBURBAN	93.87	97.37	97.06	95.92	97.55	90.18	HIGH
WATCHUNG HILLS REG H	I	REGIONAL	94.27	91.56	93.81	93.23	95.81	91.73	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
BEDMINSTER TWP	STABLE	84.31	90.70	92.16	88.97	94.29	74.33	HIGH	STABLE
BERNARDS TWP	IMPROVE	92.28	93.42	96.20	93.90	93.97	90.58	HIGH	IMPROVE
BERNARDSVILLE BORO	STABLE	93.16	94.34	95.32	94.27	95.29	91.03	HIGH	IMPROVE
BOUND BROOK BORO	STABLE	84.55	81.44	90.64	85.42	87.44	81.66	HIGH	IMPROVE
BRANCHBURG TWP	IMPROVE	92.88	94.04	98.96	95.26	95.82	89.95	HIGH	IMPROVE
BRIDGEWATER-RARITAN REG	STABLE	92.49	92.71	94.18	93.10	93.47	91.50	HIGH	IMPROVE
FRANKLIN TWP	IMPROVE	69.89	70.24	74.10	71.29	72.13	67.65	MODERATE	IMPROVE
GREEN BROOK TWP	STABLE	84.92	83.84	84.59	84.44	88.81	81.03	MODERATE	STABLE
HILLSBOROUGH TWP	IMPROVE	88.71	86.33	95.49	90.24	90.55	86.88	HIGH	IMPROVE
MANVILLE BORO	STABLE	83.31	82.02	86.89	84.02	86.31	80.30	MODERATE	IMPROVE
MONTGOMERY TWP	IMPROVE	91.65	93.17	94.48	93.07	93.96	89.34	HIGH	IMPROVE
NORTH PLAINFIELD BORO	IMPROVE	84.27	84.95	88.07	85.62	86.59	81.95	HIGH	IMPROVE
PEAPACK-GLADSTONE BORO	STABLE	87.18	68.29	95.35	83.74	97.67	76.69	MODERATE	STABLE
SOMERSET COUNTY VOC	DECLINE	64.29	58.82	64.21	62.46	73.16	55.41	LOW	STABLE
SOMERVILLE BORO	IMPROVE	78.61	74.01	84.11	78.67	81.26	75.96	MODERATE	IMPROVE
SOUTH BOUND BROOK	STABLE	72.90	67.59	91.57	76.17	81.32	64.47	MODERATE	IMPROVE
WARREN TWP	STABLE	94.83	92.67	95.60	94.40	97.22	92.44	HIGH	STABLE
WATCHUNG BORO	STABLE	90.18	94.70	93.14	92.55	94.75	85.62	HIGH	STABLE
WATCHUNG HILLS REG H	STABLE	91.87	89.25	91.23	90.80	93.68	90.05	HIGH	STABLE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=SUSSEX

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
ANDOVER REG	G	RURAL	90.23	87.73	95.80	91.04	94.64	85.82	HIGH
BRANCHVILLE BORO	Z	RUR CTR RUR	68.18	78.57	100.00	79.17	87.65	48.72	MODERATE
BYRAM TWP	F	RURAL	82.70	86.33	95.28	87.86	87.06	78.34	HIGH
FRANKFORD TWP	D	RURAL	80.00	86.73	95.87	87.57	87.16	72.84	HIGH
FRANKLIN BORO	D	RURAL CTR	83.98	88.86	91.52	88.00	87.76	80.20	HIGH
FREDON TWP	Z	RURAL	97.70	98.86	97.01	97.93	100.00	94.55	HIGH
GREEN TWP	G	RURAL	86.05	94.87	94.38	91.70	93.37	78.72	HIGH
HAMBURG BORO	D	RURAL CTR	96.36	88.33	94.12	92.77	100.00	91.42	HIGH
HAMPTON TWP	Z	RURAL	86.40	85.83	95.92	88.86	92.41	80.39	HIGH
HARDYSTON TWP	D	RURAL	84.68	80.00	94.74	86.78	91.02	78.34	HIGH
HIGH POINT REGIONAL H S	D	REGIONAL	89.22	88.81	91.80	89.98	92.23	86.21	HIGH
HOPATCONG	F	SUB RURAL	86.54	82.60	88.19	85.72	88.82	84.26	HIGH
KITTATINNY REG HIGH	Z	RURAL	93.67	87.40	96.31	92.47	96.29	91.06	HIGH
LAFAYETTE TWP.	Z	RURAL	71.43	84.78	98.15	84.62	83.26	59.60	MODERATE
LENAPE VALLEY REG HS DIST	Z	REGIONAL	91.78	89.32	91.37	90.79	94.35	89.21	HIGH
MONTAGUE TWP	Z	RURAL	76.47	88.71	92.73	86.31	88.11	64.83	HIGH
NEWTON TOWN	E	RURAL CTR	86.90	88.21	92.89	89.42	89.74	84.06	HIGH
OGDENSBURG BORO	I	RURAL CTR	84.38	90.32	87.18	86.98	90.67	78.08	HIGH
SANDYSTON-WALPACK TWP	Z	RURAL	95.31	91.49	100.00	95.36	100.00	90.13	HIGH
SPARTA TWP	I	SUB RURAL	94.91	92.62	95.31	94.25	96.31	93.51	HIGH
STANHOPE BORO	F	RUR CTR RUR	86.57	93.16	94.85	91.09	92.34	80.79	HIGH
STILLWATER TWP	E	RURAL	85.58	86.60	94.85	88.00	92.33	78.82	HIGH
SUSSEX CTY VOC-TECH	V	VOCATIONAL	76.62	70.16	73.32	73.25	80.30	72.94	MODERATE
SUSSEX-WANTAGE REG	D	RUR CTR RUR	78.74	81.25	90.75	83.83	83.36	74.12	MODERATE
VERNON TWP	D	SUB RURAL	86.50	86.98	90.83	88.21	88.70	84.30	HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
ANDOVER REG	IMPROVE	82.18	75.46	85.92	81.00	87.87	76.50	MODERATE	STABLE
BRANCHVILLE BORO	IMPROVE	45.45	100.00	100.00	75.00	66.26	24.65	MODERATE	IMPROVE
BYRAM TWP	IMPROVE	75.35	84.38	92.91	83.88	80.36	70.34	MODERATE	IMPROVE
FRANKFORD TWP	IMPROVE	68.33	84.07	93.33	81.87	76.66	60.01	MODERATE	IMPROVE
FRANKLIN BORO	IMPROVE	78.51	86.00	94.53	86.08	82.74	74.29	HIGH	IMPROVE
FREDON TWP	STABLE	82.76	92.05	92.54	88.84	90.70	74.82	HIGH	IMPROVE
GREEN TWP	IMPROVE	73.26	83.12	97.73	84.66	82.61	63.90	MODERATE	IMPROVE
HAMBURG BORO	STABLE	90.91	73.33	88.24	83.73	88.51	83.31	MODERATE	STABLE
HAMPTON TWP	IMPROVE	68.00	71.65	84.69	74.00	76.18	59.82	MODERATE	IMPROVE
HARDYSTON TWP	IMPROVE	75.81	70.71	88.16	78.61	83.34	68.27	MODERATE	IMPROVE
HIGH POINT REGIONAL H S	STABLE	83.09	89.02	86.25	86.17	86.73	79.45	HIGH	STABLE
HOPATCONG	STABLE	79.74	71.75	80.41	77.22	82.43	77.06	MODERATE	STABLE
KITTATINNY REG HIGH	IMPROVE	92.47	92.62	97.38	94.25	95.31	89.63	HIGH	IMPROVE
LAFAYETTE TWP.	IMPROVE	66.07	71.74	100.00	79.49	78.47	53.67	MODERATE	IMPROVE
LENAPE VALLEY REG HS DIST	STABLE	85.16	83.57	90.74	86.50	88.49	81.83	HIGH	IMPROVE
MONTAGUE TWP	IMPROVE	84.31	85.71	87.27	85.80	94.29	74.33	HIGH	STABLE
NEWTON TOWN	IMPROVE	81.34	84.22	91.16	85.72	84.44	78.05	HIGH	IMPROVE
OGDENSBURG BORO	STABLE	76.74	77.42	82.91	79.06	84.03	69.45	MODERATE	STABLE
SANDYSTON-WALPACK TWP	STABLE	92.19	91.49	100.00	94.04	97.76	85.61	HIGH	IMPROVE
SPARTA TWP	STABLE	90.20	89.44	93.26	90.93	97.10	88.30	HIGH	IMPROVE
STANHOPE BORO	IMPROVE	75.18	82.91	93.81	82.91	92.42	67.95	MODERATE	IMPROVE
STILLWATER TWP	IMPROVE	77.88	69.07	87.88	78.33	85.86	69.91	MODERATE	IMPROVE
SUSSEX CTY VOC-TECH	STABLE	78.98	72.74	77.88	76.31	82.52	75.44	MODERATE	STABLE
SUSSEX-WANTAGE REG	IMPROVE	70.43	75.08	81.85	76.01	75.59	65.28	MODERATE	IMPROVE
VERNON TWP	IMPROVE	75.27	86.09	92.56	85.11	78.05	72.49	HIGH	IMPROVE

NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=UNION

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
BERKELEY HEIGHTS TWP	J	SUBURBAN	93.41	95.30	98.31	95.55	95.82	91.01	HIGH
CLARK TWP	G	URBAN SUB	93.41	93.43	94.56	93.76	95.77	91.05	HIGH
CRANFORD TWP	I	SUBURBAN	90.68	92.35	94.66	92.45	92.14	89.22	HIGH
ELIZABETH CITY	A	URBAN CTR	62.61	62.27	65.64	63.79	64.16	61.06	LOW
GARWOOD BORO	C	URBAN SUB	89.29	90.53	98.96	93.09	95.90	82.67	HIGH
HILLSIDE TWP	C	URBAN SUB	76.22	80.25	81.38	79.23	78.75	73.69	MODERATE
KENILWORTH BORO	D	SUBURBAN	91.75	95.21	94.62	93.79	95.51	87.99	HIGH
LINDEN CITY	C	URBAN CTR	83.59	83.76	88.33	85.08	85.36	81.82	HIGH
MOUNTAINSIDE BORO	J	SUBURBAN	96.45	87.13	97.01	93.25	99.24	93.66	HIGH
NEW PROVIDENCE BORO	J	SUBURBAN	94.68	93.27	97.82	95.11	96.12	93.25	HIGH
PLAINFIELD CITY	B	URBAN CTR	61.17	60.50	70.10	63.82	63.18	59.17	LOW
RAHWAY CITY	D	URBAN CTR	81.08	81.11	83.81	81.93	83.18	78.98	MODERATE
ROSELLE BORO	D	URBAN CTR	73.16	72.68	90.33	78.26	76.18	70.14	MODERATE
ROSELLE PARK BORO	F	URBAN SUB	88.89	88.99	91.58	89.78	91.18	86.59	HIGH
SCOTCH PLAINS FANWOOD REG	I	REGIONAL	93.71	92.96	95.62	94.06	94.83	92.59	HIGH
SPRINGFIELD TWP	H	SUBURBAN	92.25	90.15	96.36	92.83	95.36	89.14	HIGH
SUMMIT CITY	I	URBAN SUB	93.09	93.86	94.96	93.93	94.48	91.70	HIGH
UNION COUNTY REG H	H	REGIONAL	91.82	89.86	93.31	91.64	92.94	90.70	HIGH
UNION TWP	E	URBAN SUB	88.90	88.88	88.53	88.78	90.20	87.61	HIGH
WESTFIELD TOWN	J	SUBURBAN	94.29	91.87	95.83	93.98	95.30	93.27	HIGH
WINFIELD TWP	Z	SUBURBAN	100.00	86.49	76.67	89.29			HIGH

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
BERKELEY HEIGHTS TWP	IMPROVE	90.98	94.55	96.90	94.01	93.75	88.20	HIGH	IMPROVE
CLARK TWP	STABLE	90.35	91.14	91.24	90.87	93.16	87.55	HIGH	STABLE
CRANFORD TWP	IMPROVE	88.51	90.33	91.35	89.98	90.11	86.90	HIGH	IMPROVE
ELIZABETH CITY	IMPROVE	58.75	59.93	68.46	62.28	60.34	57.17	LOW	IMPROVE
GARWOOD BORO	IMPROVE	86.90	92.63	98.96	93.09	94.12	79.69	HIGH	IMPROVE
HILLSIDE TWP	IMPROVE	69.40	66.01	76.87	70.88	72.15	66.64	MODERATE	IMPROVE
KENILWORTH BORO	STABLE	88.83	93.62	94.62	92.24	93.14	84.53	HIGH	IMPROVE
LINDEN CITY	IMPROVE	82.82	81.60	89.54	84.44	84.62	81.01	MODERATE	IMPROVE
MOUNTAINSIDE BORO	STABLE	95.86	87.13	96.27	92.83	98.86	92.85	HIGH	STABLE
NEW PROVIDENCE BORO	IMPROVE	92.14	91.79	96.73	93.35	93.86	90.42	HIGH	IMPROVE
PLAINFIELD CITY	IMPROVE	49.53	53.11	66.14	56.17	51.60	47.46	LOW	IMPROVE
RAHWAY CITY	IMPROVE	74.98	77.29	81.38	77.70	77.31	72.65	MODERATE	IMPROVE
ROSELLE BORO	IMPROVE	72.82	73.86	90.91	78.72	75.85	69.78	MODERATE	IMPROVE
ROSELLE PARK BORO	IMPROVE	88.35	88.84	88.21	88.47	90.69	86.01	HIGH	STABLE
SCOTCH PLAINS FANWOOD REG	IMPROVE	87.29	90.03	93.25	90.08	88.83	85.75	HIGH	IMPROVE
SPRINGFIELD TWP	IMPROVE	91.20	84.09	93.52	89.56	94.49	87.90	HIGH	STABLE
SUMMIT CITY	IMPROVE	89.50	93.08	94.25	92.16	91.18	87.83	HIGH	IMPROVE
UNION COUNTY REG H	IMPROVE	90.42	89.79	92.37	90.82	91.62	89.21	HIGH	IMPROVE
UNION TWP	STABLE	85.22	84.48	84.87	84.87	86.69	83.75	MODERATE	STABLE
WESTFIELD TOWN	IMPROVE	92.51	90.49	94.42	92.44	93.92	91.23	HIGH	IMPROVE
WINFIELD TWP		88.89	75.68	66.67	78.57	98.07	79.71	MODERATE	DECLINE

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NEW JERSEY MINIMUM BASIC SKILLS TESTING PROGRAM
DISTRICT RESULTS FOR THE THREE YEAR PERIOD 1978-1980

COUNTY=WARREN

DISTRICT	DFG	CTYPE	RPCT78	RPCT79	RPCT80	RPCT	RIMPROVE	RDECLINE	RACH
ALLAMUCHY TWP	Z	RURAL	98.15	91.11	96.49	95.51	100.00	94.55	HIGH
ALPHA BORO	A	SUB RURAL	90.63	95.65	100.00	95.31	97.77	83.48	HIGH
BELVIDERE TOWN	F	RURAL CTR	88.79	81.08	89.56	86.41	92.19	85.38	HIGH
BLAIRSTOWN TWP	F	RURAL	92.43	92.05	97.73	94.04	96.24	88.62	HIGH
FRANKLIN TWP	Z	RURAL	87.95	84.00	95.31	88.74	94.96	80.95	HIGH
FRELINGHUYSEN TWP	Z	RURAL	96.15	93.48	96.30	95.24	100.00	88.76	HIGH
GREENWICH TWP	Z	RURAL	93.62	86.67	100.00	94.26	100.00	86.63	HIGH
HACKETTSTOWN TOWN	G	RURAL CTR	89.18	86.87	94.16	90.05	91.34	87.02	HIGH
HARMONY TWP	C	RURAL	84.21	95.38	95.52	91.35	92.41	76.01	HIGH
HOPE TWP	Z	RURAL	84.31	90.70	89.09	87.92	94.29	74.33	HIGH
INDEPENDENCE TWP.	C	RURAL	93.33	93.48	98.85	95.07	98.10	88.56	HIGH
KNOWLTON TWP	D	RURAL	76.92	93.48	94.23	88.00	88.37	65.47	HIGH
LIBERTY TWP	Z	RURAL	95.24	96.08	87.04	92.52	100.00	88.80	HIGH
LOPATCONG TWP	E	SUB RURAL	93.29	93.10	94.12	93.46	97.31	89.27	HIGH
MANSFIELD TWP	E	RURAL	77.78	86.67	96.25	86.38	83.70	71.85	HIGH
N WARREN REG HIGH SCHOOL	Z	REGIONAL	87.08	84.96	90.38	87.52	91.08	83.09	HIGH
OXFORD TWP	B	RURAL	83.93	97.56	100.00	93.29	93.55	74.31	HIGH
PHILLIPSBURG TOWN	B	URBAN SUB	80.56	79.49	87.62	82.39	82.81	78.30	MODERATE
POHATCONG TWP	D	RURAL	93.44	95.04	98.21	95.49	97.84	89.05	HIGH
WARREN COUNTY VOCATIONAL	V	VOCATIONAL	78.16	60.22	80.77	71.46	86.84	69.48	MODERATE
WARREN HILLS REGIONAL	C	REGIONAL	89.91	81.15	90.08	86.91	92.35	87.47	HIGH
WASHINGTON BORO	B	RURAL CTR	94.29	92.31	95.48	93.97	98.13	90.44	HIGH
WASHINGTON TWP	E	RURAL	91.34	92.54	96.03	93.28	96.23	86.45	HIGH
WHITE TWP	B	RURAL	83.33	86.81	84.34	84.85	91.03	75.63	MODERATE

DISTRICT	RTREND	MPCT78	MPCT79	MPCT80	MPCT	MIMPROVE	MDECLINE	MACH	MTREND
ALLAMUCHY TWP	STABLE	98.15	88.89	80.70	89.10	100.00	94.55	HIGH	DECLINE
ALPHA BORO	IMPROVE	90.63	92.75	96.61	93.23	97.77	83.48	HIGH	STABLE
BELVIDERE TOWN	STABLE	90.00	85.59	87.74	87.77	93.24	86.76	HIGH	STABLE
BLAIRSTOWN TWP	IMPROVE	84.86	87.50	85.23	85.85	90.03	79.70	HIGH	STABLE
FRANKLIN TWP	IMPROVE	90.36	80.00	95.31	88.29	96.71	84.01	HIGH	STABLE
FRELINGHUYSEN TWP	STABLE	84.62	78.26	98.15	88.10	98.48	70.75	HIGH	IMPROVE
GREENWICH TWP	STABLE	87.23	73.33	97.78	87.70	96.77	77.69	HIGH	IMPROVE
HACKETTSTOWN TOWN	IMPROVE	84.65	86.85	93.09	88.13	87.16	82.15	HIGH	IMPROVE
HARMONY TWP	IMPROVE	75.00	92.31	88.06	84.62	84.74	65.26	MODERATE	IMPROVE
HOPE TWP	STABLE	76.47	97.67	90.91	87.92	88.11	64.83	HIGH	IMPROVE
INDEPENDENCE TWP.	IMPROVE	95.24	89.13	91.95	92.25	99.31	91.16	HIGH	STABLE
KNOWLTON TWP	IMPROVE	69.23	78.26	86.54	78.00	81.78	56.69	MODERATE	IMPROVE
LIBERTY TWP	DECLINE	95.24	92.16	83.33	89.80	100.00	88.80	HIGH	DECLINE
LOPATCONG TWP	STABLE	84.56	83.45	87.19	84.99	90.37	78.76	MODERATE	STABLE
MANSFIELD TWP	IMPROVE	61.90	96.36	95.00	83.27	68.83	54.98	MODERATE	IMPROVE
N WARREN REG HIGH SCHOOL	STABLE	90.00	90.24	85.31	88.53	93.58	86.42	HIGH	DECLINE
OXFORD TWP	IMPROVE	71.43	80.49	86.54	79.19	83.26	59.60	MODERATE	IMPROVE
PHILLIPSBURG TOWN	IMPROVE	79.78	80.61	88.30	82.73	82.07	77.48	MODERATE	IMPROVE
POHATCONG TWP	IMPROVE	89.34	87.60	94.64	90.42	94.82	83.87	HIGH	STABLE
WARREN COUNTY VOCATIONAL	STABLE	78.05	68.75	83.87	76.27	87.01	69.09	MODERATE	STABLE
WARREN HILLS REGIONAL	STABLE	87.03	85.74	94.89	88.91	89.75	84.31	HIGH	IMPROVE
WASHINGTON BORO	STABLE	88.57	94.12	94.23	92.49	93.84	83.30	HIGH	IMPROVE
WASHINGTON TWP	STABLE	85.83	81.34	92.06	86.30	91.89	79.76	HIGH	IMPROVE
WHITE TWP	STABLE	77.78	83.52	81.93	81.06	86.37	69.1[illegible]	MODERATE	STABLE

CHAPTER THREE

USEFULNESS OF THE MINIMUM BASIC SKILLS TEST RESULTS

SURVEY RESULTS

A measure of the effectiveness of the New Jersey Minimum Basic Skills (MBS) testing program is the utility of the test data returned to local school districts. To collect this information, a survey, "Utilization of the New Jersey Minimum Basic Skills Test Results," was distributed to all public school districts during May 1980. The results of this survey were analyzed and the results of responses to key questions are presented on the following pages. A detailed report, including analysis and tables of all questions, will be completed and distributed at a later date.

As of September 1979, there were 593 operating districts in New Jersey, six of which were special services districts. Of the 587 districts in the survey population, 295 districts, or 50.3 percent, returned completed surveys. This was a 2.6 percent increase above the return for a similar survey conducted in 1976. To maintain anonymity, districts were asked not to record their name, only their county, District Factor Group and community type. Data were recorded for the number of responding districts by county (Table 22), by District Factor Group (Table 23) and by community type (Table 24). The sample of respondents was representative of the state according to District Factor Group, community type and county.

The survey was divided into four main parts: Program

TABLE 22

RESPONDING DISTRICTS BY COUNTY

COUNTY	NUMBER OF DISTRICTS	PERCENT OF STATE TOTAL	NUMBER OF RESPONDING	PERCENT RESPONDING	PERCENT OF TOTAL RESPONDING
Atlantic	25	4.2	14	56.0	4.8
Bergen	75	12.6	42	56.0	14.4
Burlington	45	7.6	17	37.8	5.8
Camden	39	6.6	18	46.2	6.2
Cape May	17	2.9	7	41.2	2.4
Cumberland	16	2.7	7	43.8	2.4
Essex	22	3.2	9	40.9	3.1
Gloucester	28	4.7	17	60.7	5.8
Hudson	14	2.4	6	42.9	2.1
Hunterdon	29	4.9	14	48.8	4.8
Mercer	11	1.9	6	54.5	2.1
Middlesex	26	4.4	13	50.0	4.5
Monmouth	51	8.6	24	47.1	8.2
Morris	41	6.9	23	56.1	7.9
Ocean	28	4.7	16	57.1	5.5
Passaic	20	3.4	10	50.0	3.4
Salem	14	2.4	12	85.7	4.1
Somerset	20	3.4	10	50.0	3.4
Sussex	25	4.2	5	20.0	1.7
Union	23	3.9	11	47.8	3.8
Warren	24	4.0	11	45.8	3.8
*	--	--	3	--	--
TOTAL	**593		295	50.3	100.0

*Did not identify county on survey

**Includes special services school districts for handicapped pupils. For purpose of calculations, 587 districts were used in the survey population.

TABLE 23

RESPONDENTS BY DISTRICT FACTOR GROUP

DISTRICT FACTOR GROUP	NUMBER OF DISTRICTS	PERCENT OF STATE TOTAL	NUMBER RESPONDING	PERCENT RESPONDING	PERCENT OF TOTAL RESPONDING
A	56	9.5	32	57.1	11.0
BCD	144	24.5	85	59.0	29.3
EFG	144	24.5	73	50.7	25.2
HIJ	148	25.2	76	51.4	26.2
V	19	3.2	4	21.1	1.4
Z	76	12.9	19	25.0	6.6
*	--	1.0	6	--	--
TOTAL	587	--	295	50.3	100.0

*Did not identify district factor group on survey

TABLE 24

RESPONDENTS BY COMMUNITY TYPE

COMMUNITY TYPE	NUMBER OF DISTRICTS	PERCENT OF STATE TOTAL	NUMBER RESPONDING	PERCENT RESPONDING	PERCENT OF TOTAL RESPONDING
Urban	155	26.1	82	53.0	28.7
Suburban	205	34.9	105	51.2	36.7
Rural	157	26.7	75	47.8	26.7
Regional	51	8.7	21	41.2	7.4
Vocational	19	3.2	3	15.8	1.1
*	--	1.5	9	--	--
TOTAL	587	--	295	--	--

*Did not identify community type on survey

Changes, Instructional Changes, Administrative Changes and Dissemination of Information. For each of the first three parts, the respondents were asked to identify whether information from several different types of tests was used to effect change in their reading and/or mathematics programs. If a positive response was given for use of the Minimum Basic Skills test, then they were to respond to a series of questions related to their programs.

In response to the first question in Part I: "Was information from any of the following types of tests used to modify the reading curriculum?," 73 percent responded "yes" to using the Minimum Basic Skills tests (Table 25). A larger percent of respondents (81.9) reported using the Minimum Basic Skills tests to modify the mathematics curriculum (Table 25).

In each case where the survey questioned the use of various tests in making decisions, the use of the Minimum Basic Skills tests was comparable to the use of commercial tests. This was especially encouraging in light of the fact that most districts use commercial tests at each grade level while the Minimum Basic Skills test is limited to only four grades.

In response to several questions about the usefulness of Minimum Basic Skills data in making decisions regarding curriculum, 96.3 percent of the districts responding said that interpretation of item-by-item performance on the Minimum Basic Skills test was useful for identifying program strengths and weaknesses at the school and district level, with 55.5

TABLE 25

USE OF TEST RESULTS TO MODIFY CURRICULUM

"Was information from any of the following tests used to modify the reading curriculum?

TEST	YES[1]	NO[1]	PERCENT YES
Commercial Tests	212	63	77.1
New Jersey Minimum Basic Skills Test	206	76	73.0
Locally Developed Tests	120	80	60.0

"Was information from any of the following tests used to modify the mathematics curriculum?"

TEST	YES[1]	NO[1]	PERCENT YES
Commercial Tests	210	50	79.2
New Jersey Minimum Basic Skills Test	236	52	81.9
Locally Developed Tests	134	70	65.7

[1] Number of districts responding to this question.

percent saying it was very useful (Table 26). In addition, a significant number of the districts used the Minimum Basic Skills results to apply for, report on or evaluate various programs funded by the federal government.

Approximately three-fourths of the respondents indicated that the results of the Minimum Basic Skills test were used to modify instruction in reading. For mathematics, 81.8 percent said "yes" (Table 27).

As a result of analyzing the Minimum Basic Skills data, a significant number of districts revised or modified their various reading and mathematics programs, particularly their individualized instruction and remedial programs (Table 28).

In response to the question, "Was information from any of the following types of tests used to initiate administrative (organizational) changes?," the largest number of positive responses were indicated for the use of the Minimum Basic Skills test, 48.9 percent (Table 29). One of the most significant changes was the instituting of in-service programs in the areas of methodology, reading in content areas, basic reading skills, and basic mathematics skills.

The most significant data collected pertained to the usefulness of the various reports provided to local districts as part of the New Jersey Minimum Basic Skills testing program. Upon analyzing the data it was found that 96.4 percent of the respondents said that the reports distributed through the department's test contractor were useful (Table 30).

TABLE 26

RELATIVE UTILITY OF MINIMUM BASIC SKILLS TEST SCORE REPORTS

"How useful were each of the following in making decisions about your curriculum?"

	VERY USEFUL[1]		SOMEWHAT USEFUL[1]		NOT USEFUL[1]	
	#	%	#	%	#	%
Minimum Basic Skills Phase I Interpretation to Identify District Curriculum Strengths and Weaknesses	135	55.5	99	40.7	9	3.7
Minimum Basic Skills Phase I Interpretation to Identify School Curriculum Strengths and Weaknesses	134	55.8	97	40.4	9	3.8
Minimum Basic Skills Phase II Interpretation using:						
Community Type Data	35	14.8	150	63.3	52	21.9
District Factor Group Data	72	30.3	128	53.8	38	15.7
County Data	44	18.6	136	57.6	56	23.7
State Data	31	13.3	136	58.4	66	28.3
Comparison of District's Minimum Basic Skills Test Results with Those of Previous Years Using the Percentage of Students Meeting the Standard	125	50.6	97	39.3	25	10.1
Comparison of Standardized Test Results with Minimum Basic Skills Test Results	79	33.1	112	46.9	48	20.1
Comparison of Item-by-Item Performance on Summary Reports with Those of Previous Years	77	32.0	122	50.6	42	17.4
Comparison of Cluster-by-Cluster Performance on Summary Reports with Those of Previous Years	103	42.0	117	47.8	25	10.2

[1]Number and percent of districts responding to this question.

TABLE 27

USE OF TEST RESULTS TO MODIFY INSTRUCTION

"Was information from any of the following types of tests used to modify instruction in reading?"

TEST	YES[1]	NO[1]	PERCENT YES
Commercial Tests	216	51	80.9
New Jersey Minimum Basic Skills Test	212	65	76.5
Locally Developed Tests	129	64	66.8

"Was information from any of the following types of tests used to modify instruction in mathematics?"

TEST	YES[1]	NO[1]	PERCENT YES
Commercial Tests	215	48	81.7
New Jersey Minimum Basic Skills Test	229	51	81.8
Locally Developed Tests	148	51	74.4

[1]Number of districts responding to this question.

TABLE 28

THE EFFECT OF MINIMUM BASIC SKILLS TEST RESULTS ON INSTRUCTIONAL APPROACHES AND PROGRAMS

INSTRUCTIONAL AREA	ADDED[1]	REVISED OR MODIFIED[1]	LEFT UNCHANGED[1]	DISCONTINUED[1]
Corrective Reading	31	23	55	0
Directed Reading	21	109	70	1
Enrichment for Gifted	51	38	92	0
Independent Reading	23	61	93	2
Indirect Instruction	9	50	91	2
Individualized Instruction	37	131	48	0
Large Group Instruction	18	103	68	4
Library Skills	32	99	70	1
Reading Laboratory	23	66	75	4
Remedial Reading	27	132	52	0
Right-To-Read	8	25	74	5
Small Group Instruction	33	129	49	0
Study Skills	33	108	55	0
Tutorial Instruction	33	49	66	2

INSTRUCTIONAL AREA[1]	ADDED[1]	REVISED OR MODIFIED[1]	LEFT UNCHANGED[1]	DISCONTINUED[1]
Enrichment for Gifted	49	36	95	0
Independent Mathematics	12	34	90	0
Indirect Instruction	12	57	80	0
Individualized Instruction	33	134	46	0
Large Group Instruction	17	135	51	3
Mathematics Laboratory	22	44	78	1
Remedial Mathematics	43	160	25	1
Small Group Instruction	34	155	26	0
Tutorial Instruction	33	50	15	2

[1]Number of responding districts who reported each effect.

TABLE 29

USE OF TEST RESULTS TO INITIATE ADMINISTRATIVE CHANGE

"Was information from any of the following types of tests used to initiate administrative (organizational) changes?"

TEST	YES	NO	PERCENT YES
Commercial Tests	120	143	45.6
New Jersey Minimum Basic Skills Test	135	141	48.9
Locally Developed Tests	50	159	23.9

Content of in-service programs conducted by those using Minimum Basic Skills data to initiate administrative change.

	DISTRICT WIDE	BUILDING LEVEL	CENTRAL ADMINISTRATION	GRADE LEVEL	CROSS-GRADE LEVEL
Methodology	49	46	13	27	21
Reading in Content Areas	39	45	9	24	22
Basic Reading Skills	53	51	13	36	32
Basic Mathematics Skills	59	65	14	41	32

TABLE 30

RELATIVE UTILITY OF
MINIMUM BASIC SKILLS REPORTS

REPORT	VERY USEFUL	SOMEWHAT USEFUL	NOT USEFUL	PERCENT VERY/SOMEWHAT USEFUL
Minimum Basic Skills Roster	205	69	4	98.6
Individual Student Report	207	71	4	98.6
District Summary Report	179	87	11	96.1
School Summary Report	181	81	11	96.0
Class Summary Report	152	100	20	92.7

TABLE 31

RELATIVE UTILITY OF MINIMUM BASIC SKILLS
SPECIAL ITEM ANALYSIS REPORTS REQUESTED BY DISTRICTS

REPORT	VERY USEFUL	SOMEWHAT USEFUL	NOT USEFUL	PERCENT VERY/SOMEWHAT USEFUL
General Item Analysis	121	69	11	94.5
District Designed Report	77	70	23	86.5
State Compensatory Education Reading and/or Mathematics	112	62	21	89.2
Title I Reading and/or Mathematics	96	52	26	85.1

In addition to the above reports, the Office of State Educational Assessment provides a number of special item analysis reports directly to the districts. These reports are available upon request, with the quantity requested increasing from approximately 50,000 last year, to more than 75,000 separate reports produced this year. The most useful reports, as identified by the districts, are the item analysis of State Compensatory Education and Title I Programs, and the general item analysis (Table 31).

The data collected from the survey confirms the comments made by educators throughout the state that the Minimum Basic Skills Program has been effective in identifying the strengths and weaknesses in the minimum basic skills of pupils throughout the state. In fact, many educators have requested that Minimum Basic Skills tests be produced for grades four, five, seven and eight, to provide them with a continuous and consistent measure of pupil proficiency in the basic skills. The program has also been effective in assisting educators as they make decisions about programs, instruction and organizational patterns within their schools and districts.

SUMMARY

Since it was mandated by law in 1976, the Minimum Basic Skills Program has played an integral part in focusing attention on the importance of having each of New Jersey's publicly educated students master the minimum basic skills in reading and mathematics. Through the use of a uniform test

specifically designed to measure pupil proficiency in basic skills, students, parents, teachers, administrators and the general public have gained information about the effectiveness of the public schools.

The conscientious use of the Minimum Basic Skills tests and their results have enabled educational decision-makers--from the classroom teacher to the Commissioner of Education--to direct instruction and other resources to the students and districts who are most in need of assistance.

Particularly in the three years that the Minimum Basic Skills tests have been in use, improvement in pupil mastery of the minimum skills in reading and mathematics has been noted. Not only are more students scoring above the state standards of minimal proficiency, the average score of all students in both reading and mathematics has increased significantly. Of particular interest is the fact that students in urban areas and those in the lowest socioeconomic status groups have shown the greatest improvement.

APPENDIX A

Chapter 97, Laws of 1976
(Approved September 22, 1976)

An Act to amend the "Public School Education Act of 1975."

1.

(1) 18A:7A-2

a. The Legislature finds and declares that:

(1) The New Jersey Constitution provides that the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the State between the ages of 5 and 18 years is a legislative responsibility:

(2) It has been determined by the Supreme Court of New Jersey that the constitutional requirement has not been met and that action must be taken to correct any deficiencies;

(3) Extensive efforts have been made by the Executive and Legislative branches of State Government and others since the Supreme Court's decision to determine the content of a thorough and efficient system of education and how it may be assured;

(4) Because the sufficiency of education is a growing and evolving concept, the definition of a thorough and efficient system of education and the delineation of all the factors necessary to be included therein, depend upon the economic, historical, social and cultural context in which that education is delivered. The Legislature must, nevertheless, make explicit provision for the design of State and local systems by which such education is delivered, and should, therefore, explicitly provide after 4 years from the effective date of this act for a major and comprehensive evaluation of both the State and local systems, and the sufficiency of education provided thereby;

(5) In order to encourage citizen involvement in educational matters, New Jersey should provide for free public schools in a manner which guarantees and encourages local participation consistent with the goal of a thorough and efficient system serving all of the children of the State;

(6) A thorough and efficient system of education includes local school districts in which decisions pertaining to the hiring and dismissal of personnel, the curriculum of the schools, the establishment of district budgets, and other essentially local questions are made democratically with a maximum of *citizen* involvement and self-determination and are consistent with Statewide goals, guidelines and standards; and

(7) Such a system should be in part locally funded to encourage involvement of and assure the financial supervision by the residents of the local unit, and in part State funded, to equalize Statewide the tax effort required for a thorough and efficient system of free public schools.

b. The Legislature, therefore, hereby accepts the responsibility:

(1) To define the overall goal of a thorough and efficient system of free public schools in New Jersey;

(2) To establish guidelines within which such a system shall operate;

(3) To delegate to appropriate State and local agencies the authority:

(a) to establish goals and objectives consistent with legislative guidelines, and

(b) to define standards of performance, including uniform Statewide standards of pupil proficiency in basic communications and computational skills, necessary to indicate achievement of the goals and objectives;

(4) To establish a funding structure which will ensure that adequate financial resources shall be available to enable a system of free public schools to operate throughout the State; and

(5) To monitor the system of free public schools and provide for corrective action when necessary to ensure adequate progress toward the achievement of goals and objectives.

(2) 18A:7A-6

The State board, after consultation with the commissioner and review by the Joint Committee on the Public Schools shall (a) establish goals and standards which shall be applicable to all public schools in the State, including uniform Statewide standards of pupil proficiency in basic communications and computational skills at appropriate points in the educational careers of the pupils of the State, which standards of proficiency shall be reasonably related to those levels of proficiency ultimately necessary as part of the preparations of individuals to function politically, economically and socially in a democratic society and which shall be consistent with the goals and guidelines established pursuant to sections 4 and 5 of this act, and (b) make rules concerning procedures for the establishment of particular educational goals, objectives and standards by local boards of education.

(3) 18A:7A-7

Each local board of education shall establish particular educational goals, objectives and standards pursuant to rules prescribed by the State board. In each district in which there are pupils whose proficiency in basic communications and computational skills is below the Statewide standard, the local board annually shall establish an interim goal designed to assure reasonable progress toward the goal of achievement by each such pupil of at least the Statewide standard of proficiency. Each such district as part of its annual educational plan, shall develop a basic skills improvement plan for progress toward such interim goal. Any such improvement plan shall be approved by the commissioner, and may include (a) curricular changes; (b) in-service training programs for teachers; (c) diagnostic, remedial, or skill-maintenance programs for pupils; (d) consultations with parents or guardians; (e) any other measure designed to promote progress toward such interim goal. Each year each district shall evaluate pupil proficiency in basic communications and computational skills, and determine its relation to, and progress toward Statewide and any interim goals concerning pupil proficiency in such skills. Such evaluation may be based in part on annual testing and in part on such other means as the board deems proper to determine pupil status and needs, ensure pupil progress, and assess the degree to which the goals have been achieved.

(4) 18A:7A-11

Each *school district shall make an annual report* of its progress in conforming to the goals, objectives and standards developed pursuant to this act. Each district's annual report shall include but not be limited to:

a. Demographic data related to each school;

b. Results of assessment programs, including Statewide and district testing conducted at each school, and the result of the district evaluation of pupil proficiency in basic communication and computational skills;

c. Information on each school's fiscal operation, including the budget of each school;

d. Results of each school's effectiveness in achieving State, district and school goals and objectives applicable to the pupils, including the effectiveness of any "basic skills improvement plan";

e. Plans and programs for professional improvement;

f. Plans to carry out innovative or experimental educational programs designed to improve the quality of education; and

g. Recommendations for school improvements during the ensuing year.

h. Additionally, the State Board of Education may from time to time require each district to submit a facilities survey, including current use practices and projected capital project needs, but not more frequently than once every 2 years.

The district reports shall be submitted to the commissioner by July 1 of each year and he shall make them the basis for an annual report to the Governor and the Legislature, describing the condition of education in New Jersey, the efforts of New Jersey schools in meeting the standards of a thorough and efficient education, the steps underway to correct deficiencies in school performance, and the progress of New Jersey schools in comparison to other state education systems in the United States.

In addition to such annual report the commissioner shall, 4 years from the effective date of this amendatory act, report to the Governor and the Joint Committee on the Public Schools assessing the effectiveness of this amendatory act in improving the proficiency of the pupils of this State in basic communications and computational skills. Within 6 months of receiving such report the Joint Committee on the Public Schools shall recommend to the Legislature any necessary or desirable changes or modifications in this amendatory act.

(5) 18A:7A-14

The commissioner shall review the results of the evaluations conducted and reports submitted pursuant to sections 10 and 11 of this act. If the commissioner shall find that a school or a school district has failed to show sufficient progress toward the goals, guidelines, objectives and standards, including the State goal and any local interim goal concerning pupil proficiency in basic communications and computational skills, established in and pursuant to this act, he shall advise the local board of education of such determination, and shall direct that a remedial plan be prepared and submitted to him for approval. If the commissioner approves the plan, he shall assure its implementation in a timely and effective manner. If the commissioner finds that the remedial plan prepared by the local board of education is insufficient, he shall order the local board to show cause why the corrective actions provided in section 15 of this act should not be utilized. The hearing upon said order to show cause shall be conducted in the manner prescribed by subdivision B of article 2 of chapter 6 of Title 18A of the New Jersey Statutes.

(6) This act shall take effect immediately.

APPENDIX B

REVISED: 12/20/77

MINIMUM BASIC SKILLS PROGRAM

TIMETABLE

Item or Activity	Sch'ld Date	Comp'd Date
Commissioner & State Board appoint committees	Dec. '76	Dec. 15
Advisory Committee Meeting	Jan. 5,6&9	Jan. 5,6&9
Sample survey instrument completed	Jan. 19	Jan. 19
Communication & Life Skills Committee report	Jan. 19	Jan. 19
Advisory Committee Meeting	Feb. 18	Feb. 18
Reading, Math Chairpersons to meet to review final survey instruments	Mar. 4	Mar. 4
Advisory Committee Meeting	Mar. 18	Mar. 18
Final survey instruments ready for mailing	Mar. 24-27	Mar. 25
Sample public survey instrument prepared for special committee review	Mar. 31	Mar. 31
Public Surveys to Eagleton	Apr. 1	Apr. 1
Mail survey instruments to educators	Apr. 5-8	Apr. 8
Advisory Committee report to State Board and Commissioner	Apr. 6	Apr. 6
Eagleton to pretest public survey	Apr. 1-11	Apr. 19
Special committee to review public survey field test	Apr. 15	Apr. 28
Advisory Committee Meeting	Apr. 28	Apr. 28
Printing and mailing of Board and Student Surveys	Apr. 15-29	Apr. 29
Eagleton to conduct Public Survey	Apr. 16-31	May 12
Start recruitment of Technical Advisory Committee	May 5-12	May 12

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Item or Activity	Sch'ld Date	Comp'd Date
Return of Educator Survey results	May 13	May 16
Follow up on Educator Survey stragglers	May 13-17	May 16
Complete recruitment of Technical Advisory Committee	May 16-20	May 20
Analysis of Educator Survey returns	May 18-31	May 31
Return of Board and Student Surveys	Jun. 1	Jun. 1
Technical Advisory Committee Meeting for program review	Jun. 9-10	Jun. 9-10
Complete analysis of Educator, Board, Student and Public Surveys	Jun. 15	Jun. 15
Advisory Committee meeting	Jun. 21	Jun. 21
Subject matter committees to review survey results (2 days)	Jun. 22-23	Jun. 22-23
Communication & Life Skills Committee report to Advisory Committee	Jun. 21	Jun. 21
Bilingual Committee report to Advisory Comm.	Jun. 21	Jun. 21
ETS to write test items	Jun. 27 - Aug. 15	Aug. 15
Elementary Math Committee to review tests (2 days)	Aug. 15-16	Aug. 15-16
Elementary & Secondary Reading Committees to review tests (2 days)	Aug. 17-18	Aug. 17-18
Secondary Math Committee to review tests (2 days)	Aug. 25-26	Aug. 25-26
Minority Groups Advisory Committee to review tests	Aug. 31	Aug. 31
Advisory Committee meeting	Sep. 1	Sep. 1
ETS to write test revisions	Sep. 1-6	Sep. 6
ETS to print copies of field tests	Sep. 6-23	Sep. 23
Administer field tests	Oct. 3-14	Oct. 14
Analyze field test results	Oct. 17-28	Oct. 28

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Item or Activity	Sch'ld Date	Comp'd Date
Technical Advisory Committee Meeting to review field tests	Nov. 14-15	Nov. 14-15
Subject Matter Committees Meeting	Nov. 30	Nov. 30
Minority Groups Advisory Committee Meeting	Dec. 1	Dec. 1
Advisory Committee Meeting	Dec. 14	Dec. 14
Subject Matter Committees report to Advisory Committee	Dec. 14	Dec. 14
Minority Groups Advisory Committee report to Advisory Committee	Dec. 14	Dec. 14
Bilingual Committee report to Advisory Committee	Dec. 14	Dec. 14
Technical Advisory Committee report to Advisory Committee	Dec. 14	Dec. 14
Advisory Committee report to State Board and Commissioner (including report by Communication & Life Skills Committee)	Jan. 11,'78	Jan. 12,'78
Test administration to public schools	Apr. 12-13	
Bilingual Committee report to Advisory Committee	May '78	
Minority Groups Advisory Committee report to Advisory Committee	Jul. '78	
Advisory Committee report to State Board and Commissioner	Jul. '78	

APPENDIX C

READING SPECIFICATIONS

New Jersey 3rd Grade Minimum Basic Skills

I. WORD RECOGNITION

A. Sight Vocabulary

Recognize printed basic sight vocabulary presented orally

B. Phonics

1. Vowels - long and short, digraphs and dipthongs
2. Single consonants - initial and final
3. Consonant clusters (blends and digraphs)
4. Rhyming words (including controlled vowel sounds r, l, w)
5. Blending sounds to make words

C. Structural Analysis

1. Inflectional endings (verb suffixes, [ing, ed] and plurals [s, es])
2. Contractions

D. Contextual Analysis

(Using phonic clues, structural analysis, synonyms, antonyms, and compound words)

II. COMPREHENSION

A. Literal

1. Identify facts directly stated in the paragraph - who, what when, where, how, why
2. Identify subject matter of the paragraph - people, food, transportation, camping
3. Identify order and sequence of events (first and last) limit number of events to three
4. Sentence meaning (pictures are item options)
5. Paragraph meaning - main idea as stated
6. Following directions - number of steps limited to two

B. Interpretive

1. Interpret characters' emotions (sad, happy, hungry)
2. Distinguish between fact and fiction
3. Make inferences about causes (Why did -- feel sad?)

III. STUDY SKILLS

A. Alphabetical sequence (first letter)

B. Table of Contents

READING SPECIFICATIONS

New Jersey 6th Grade Minimum Basic Skills

I. WORD RECOGNITION

A. Phonetic Analysis - blending sounds

B. Structural Analysis

1. Syllabication - VCCV, VCV, C+le
2. Affixes and roots
3. Contractions

C. Contextual Analysis (using the following)

1. Possessives
2. Plurals - ies (with changes in roots)
3. Synonyms
4. Antonyms
5. Multiple meanings of a single word

II. COMPREHENSION

A. Literal

1. Identify facts directly stated in the paragraph, including supporting statements specifically related to the main ideas (where, who, how, when, what, why)
2. Identify main idea as directly stated in a paragraph (not an entire passage)
3. Sequence of events or ideas - both chronological and cause and effect (e.g., As a result of ---, the ...)
4. Following directions

B. Interpretive

1. Identify main idea of an entire passage
2. Drawing inferences, including character interpretation and prediction of outcomes
3. Summary of information
4. Distinguishing fact from fiction

III. STUDY SKILLS

A. Alphabetical sequence to second and third letters

B. Table of contents

C. Glossary

D. Index

E. Dictionary skills - guide words

F. Dictionary skills - selection of appropriate meaning

G. Obtaining facts from illustrative materials - maps, graphs, tables

READING SPECIFICATIONS

New Jersey 9th Grade Minimum Basic Skills

I. WORD RECOGNITION

A. Structural Analysis

1. Identify word roots in different positions
2. Identify correct syllabication of words
3. Possessives and contractions

B. Word Meaning

1. Identify meaning of words with multiple meanings using context clues
2. Identify synonyms of words in context
3. Identify antonyms of words in context
4. Identify the appropriate homonym in context
5. Identify meanings of word forms in context (roots, contractions, possessives, tenses, etc.)

II. READING COMPREHENSION

A. Literal Comprehension

1. Identify main idea when stated
2. Identify factual information when stated
3. Identify "signal words" in context (but, however, etc.)
4. Following directions

B. Interpretive

1. Identify main idea or topic when implied
2. Make inferences (including order and sequence, cause and effect comparison and contrast, prediction of outcome and understanding of characters' behaviors, emotions, motives)
3. Determine meaning of figurative language
4. Distinguish among fact, opinion, and fiction

C. Evaluative

1. Identify author's purpose
2. Determine validity of author's reasoning
3. Relate ideas or information in passage to situations not discussed
4. Distinguish between relevant and irrelevant information

III. STUDY SKILLS

A. Locational Skills

1. Identify appropriate reference source (Encyclopedia, dictionary, card catalogue, other references)
2. Use of guide words
3. Use of dictionary for selecting correct word meaning and spelling
4. Use parts of a book (table of contents, index, etc.)

B. Understanding Illustrative Materials

1. Use of road map
2. Use of chart
3. Use of cartoon, picture, diagram

IV. TYPE OF READING MATERIAL

A. Citizenship material (driver's license, laws, voter forms, government forms, etc.)

B. Continued learning material (textbooks, reference materials, newspapers, magazines, etc.)

C. Employee/Employer materials (applications, want ads, checks, job related reading, etc.)

D. Health and Safety material (first aid, medicine, labels, nutrition, signs, etc.)

E. Consumer Information (labels, ads, guarantees, leases, repair guides, etc.)

READING SPECIFICATIONS

New Jersey 11th Grade Minimum Basic Skills

I. WORD RECOGNITION

A. Word Meaning

1. Identify meaning of words with multiple meanings using context clues
2. Identify synonyms of words in context
3. Identify antonyms of words in context
4. Identify meanings of word forms in context (tenses, possessives, plurals, etc.)

II. READING COMPRHENSION

A. Literal Comprehension

1. Identify main idea when stated
2. Identify factual information when stated
3. Identify "signal words" in context (but, however, etc.)
4. Following directions

B. Interpretive

1. Identify main idea or topic when implied
2. Make inferences (including order and sequence, cause and effect, comparison and contrast, prediction of outcome, and understanding of characters' behaviors, emotions, motives)
3. Determine meaning of figurative language
4. Distinguish among fact, fiction, and opinion

C. Evaluative

1. Identify author's purposes
2. Determine validity of author's reasoning
3. Relate ideas or information given in passage to situations not discussed
4. Distinguish between relevant and irrelevant information

III. STUDY SKILLS

A. Identify appropriate reference sources*

B. Use appropriate reference materials* (*Encyclopedia, dictionary, card catalogue, parts of books, other reference sources, informative footnotes)

C. Use road maps, charts, illustrations

IV. TYPE OF READING MATERIAL

A. Citizenship materials (driver's license, laws, voter forms, government forms, etc.)

B. Continued learning material (textbooks, reference materials, newspapers, magazines, etc.)

C. Employee/Employer material (applications, want ads, checks, job related reading, etc.)

D. Health and Safety material (first aid, medicine, labels, nutrition, signs, etc.)

E. Consumer Information (labels, ads, guarantees, leases, repair guides, etc.)

MATHEMATICS SPECIFICATIONS

New Jersey 3rd Grade Minimum Basic Skills

I. COMPUTATION

A. Whole Numbers

1. Add two one-digit numbers
2. Add numbers with two or three-digits without regrouping (carrying) in vertical format
3. Add numbers with two or three-digits with one regrouping (carrying) in vertical format
4. Add three numbers without regrouping (carrying) in vertical format
5. Subtract one-digit numbers in vertical format
6. Subtract two or three-digit numbers without regrouping (borrowing) in vertical format
7. Subtract two or three-digit numbers with one regrouping (borrowing)
8. Add two or three digit numbers with more than one regrouping (carrying)
9. Subtract three-digit numbers with more than one regrouping (borrowing)
10. Multiply two one-digit numbers less than or equal to six
11. Multiply a two-digit number by a one-digit number without carrying (digits less than or equal to six)
12. Divide with divisors and quotients less than or equal to six - no remainder

II. NUMBER CONCEPTS

A. Count to one thousand; read or write numerals up to one thousand (base 10 only)

B. Recognize place value in three-digit numerals

C. Recognize models for simple fractions ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$), such as,

for $\frac{1}{4}$

D. Solve simple equations involving addition

E. Solve simple equations involving subtraction

F. Solve simple equations involving multiplication

G. Solve simple inequalities

H. Give the cardinal number of a set (tell how many) or the ordinal number associated with a position (e.g., first, third, last)

I. Recognize odd and even numbers less than twenty (zero omitted)

J. Relate inverse operations: addition to subtraction and multiplication to division

K. Solve equations involving concept of identity (property of zero and one)

L. Count by 2's, 5's, or 10's; identify a missing term in a simple number pattern or sequence

III. MEASUREMENT AND GEOMETRY

A. Select the proper unit of measure for length from a set of unit measures: inch, foot, yard

B. Identify metric units: meter, liter, gram

C. Determine the time of day by the half-hour when given a picture of a clock

D. Tell how many minutes in an hour

E. Tell how many days in a week

F. Tell how many months in a year

G. Identify a day and date on a calendar

H. Determine the value of cents of a set of coins (picture of)

I. Recognize basic geometric figures: triangle, rectangle, square, circle

J. Locate points on a number line for whole numbers

V. PROBLEM SOLVING AND APPLICATION

A. Translate mathematical sentences to words (simple one-step)

B. Determine whether a set of coins is sufficient to purchase an item at a given cost

C. Make change in simple store purchase problems involving sales less than 50 cents

D. Solve problems related to the passage of time

E. Solve problems involving distance (pictorial)

F. Solve simple reading problems related to computation objectives

MATHEMATICS SPECIFICATIONS

New Jersey 6th Grade Minimum Basic Skills

I. COMPUTATION

A. Whole Numbers

1. Addition of two four-digit or five-digit numbers with regrouping (in vertical format)
2. Column addition of more than two three-digit numbers
3. Addition in horizontal format of addends with an uneven number of digits
4. Subtraction of a four or five-digit number from a five-digit number without regrouping (borrowing)
5. Subtraction of a four or five-digit number from a five-digit number containing zero in the minuend with regrouping (borrowing)
6. Subtraction involving a four or five-digit number with regrouping (borrowing)
7. Mixed addition and subtraction in horizontal format - student may recopy and align, (e.g., 1351 + 570 - 73)
8. Multiplication of a two-digit multiplier (two or three-digit multiplicand); utilization of zero
9. Multiplication with three-digit multiplier and three-digit multiplicand
10. Division: one and two-digit divisors without remainders
11. Division: one and two-digit divisors with remainders

B. Fractions

1. Addition of like fractions (same denominators) in vertical and horizontal format with and without regrouping
2. Addition of mixed numbers without regrouping (carrying) in vertical format
3. Subtraction of like fractions without regrouping (carrying) in horizontal format
4. Multiplication of a whole number by a proper fraction in horizontal format
5. Multiplication of a proper fraction by a proper fraction in horizontal format

C. Decimals

1. Addition of decimals in vertical format
2. Addition of decimals in horizontal format with equal and unequal numbers of digits
3. Subtraction of decimals in vertical format
4. Subtraction of decimals in horizontal format
5. Multiplication of a whole number and a decimal
6. Multiplication of decimals
7. Division of decimals: divisor without decimal

II. NUMBER CONCEPTS

A. Numeration

1. Given five digits, write largest number using each digit once
2. Place value: Up to five digit numerals (e.g., 2,398, 5,437, 3,421, 2,763 Which shows a number with 3 in the thousands place?)
3. Place value: expand notation up to five digits (e.g., 23,567 = 2 ten thousands + 3 thousands + 5 hundreds + 6 tens + 7 ones)
4. Numeration system: whole numbers only, base 10 - reading and writing numerals 0 - 1,000,000
5. Numeration system, decimals: reading and writing numerals from 0.001 to 1 one place at a time
6. Concept of percent: equivalence with decimals and fractions using 100 as base
7. Rounding off numbers

B. Fractions Concepts

1. Models for fractions (shaded regions, etc.)
2. Recognize fractions greater than one (e.g., 4/3)
3. Recognize or name equivalent fractions
4. Equivalence of $a \div b$ and a/b (e.g., $33 \div 7$ and $33/7$)
5. Renaming: $\frac{33}{7} = 4\frac{5}{7}$ OR $2\frac{1}{3} = \frac{7}{3}$

C. Number Sentences

1. Solving equations in one of the following formats: $24 - n = 6$; $n - 6 = 18$; $n \div 12 = 4$ or $48 \div n = 4$; $4 \times n = 28$ (eliminate proportions)
2. Inequalities: numbers that make inequalities true (e.g., identify a number that makes $10 + \square > 20$)

D. Properties

1. Number line - locating points on a number line for fractions and decimals
2. Recognition of: factor or multiple or divisor
3. Application of commutative and associative principles for addition and multiplication (no terminology)
4. Recognition of inverse operation: addition to subtraction; multiplication to division
5. Informal concept of identity: zero and one (e.g., $8 + \square = 8$ or $8 \times \square = 8$)
6. Number patterns (e.g., 1, 2, 4, 8, 16, $\square$) What is the next number?

III. MEASUREMENT AND PLANE FIGURES

A. Measuring length of object to nearest whole unit

B. Determine most appropriate measure to be used to measure length (e.g., distance between towns)

C. Recognize an appropriate unit of measure for weight or given a particular object, select the most appropriate unit of weight measure (metric or traditional)

D. Recognizing the appropriate unit of measure for capacity

E. Temperature measure: reading a thermometer

F. Converting within the same measuring system (metric or traditional)

G. Perimeter of triangles and rectangles

H. Identify or name geometric figures: circle, triangle, square, and rectangle

IV. PROBLEM SOLVING AND APPLICATIONS

A. Problems with reading adapted and relevant to appropriate grade level (single operation and multi-operation)

B. Ratio and proportion: including practical applications, (e.g., if three pencils cost 15 cents, how many can be bought for 45 cents?)

C. Practical estimation (no reference to rounding)

D. Average: Given five or fewer numbers, what is the average?

E. Given the price of various items, determine the change after purchase of selected items

F. Interpret simple scale drawings and maps

G. Read data from simple graphs and charts

H. Interprete data from simple graphs and charts

I. Computation involving expressed amounts of money

MATHEMATICS SPECIFICATIONS

New Jersey 9th Grade Minimum Basic Skills

I. COMPUTATION

A. Addition of Whole Numbers

1. Addition of whole numbers, multiple places, horizontal format without carrying
2. Addition of whole numbers, multiple places, vertical format without carrying
3. Addition of whole numbers, multiple places, horizontal format with carrying
4. Addition of whole numbers, multiple places, vertical format with carrying

B. Subtraction of Whole Numbers

1. Subtraction of whole numbers, multiple places, horizontal format without borrowing
2. Subtraction of whole numbers, multiple places, vertical format without borrowing
3. Subtraction of whole numbers, multiple places, horizontal format with borrowing
4. Subtraction of whole numbers, multiple places, vertical format with borrowing
5. Subtraction of whole numbers with two or more consecutive zeros in the minuend, (e.g., 6008 - 431)

C. Multiplication of Whole Numbers

1. Multiplication of two- and three-digit whole numbers
2. Multiplication with zero as a pla eholder (e.g., 203 x 47)
3. Multiplication with zero as multiples of ten (e.g., 47 x 1000)

D. Divison of Whole Numbers

1. Division: one-digit divisor without remainder
2. Division: two-digit divisor without remainder
3. Division: one-digit divisor with remainder
4. Division: two-digit divisor with remainder

E. Addition and Subtraction of Fractions

1. Addition and subtraction of like fractions (with same denominators) in vertical format
2. Addition and subtraction of unlike fractions (without same denominators) in vertical format
3. Addition and subtraction of mixed fractions with like denomina-

4. Addition and subtraction of mixed fractions with like denominators in vertical format with regrouping
5. Addition and subtraction of mixed fractions with unlike denominators in vertical format without regrouping
6. Addition and subtraction of mixed fractions with unlike denominators in vertical format with regrouping

F. Multiplication and Division of Fractions

1. Multiplication of a whole number by a proper fraction
2. Division of a whole number by a proper fraction
3. Multiplication of a whole number by a mixed number
4. Multiplication of a proper fraction by a proper fraction
5. Division of a proper fraction by a proper fraction

G. Addition and Subtraction of Decimals

1. Addition of decimals in vertical format
2. Addition of decimals in horizontal format
3. Subtraction of decimals in vertical format
4. Subtraction of decimals in horizontal format

H. Multiplication of Decimals

1. Multiplication of decimals
2. Multiplication with zero as a placeholder (e.g., 0.06 x 0.7)
3. Multiplication with zero as a multiplier of ten (e.g., 63.458 x 100)

I. Division of Decimals

1. Division of decimals with whole number divisor (e.g., $45\overline{)78.92}$)
2. Division of decimals: divisor with decimal
3. Division of decimals: answer less than 1 (e.g., $48.6\overline{)3.467}$)
4. Division of decimals: by 10, 100, 1000, etc.

J. Percent

1. Percent of a number (e.g., 25% of 16 = ?)
2. Percent one number is of another (e.g., 4 is what percent of 16 ?)
3. A number when a percent of it is known (e.g., 25% of what number is 4 ?)

NUMBER CONCEPTS

A. Comparison of Fractions

1. Two equivalent fractions: proper (e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{3}{9} = \frac{1}{3}$)
2. Two equivalent fractions: improper (e.g., $\frac{4}{2} = \frac{2}{1}$)
3. Relative size (comparing) of simple fractions (e.g., $\frac{1}{2}$ is more than $\frac{1}{3}$)

B. Changing Fractions, Decimals, and Percent to Equivalent Forms

1. Changing from a mixed number to an improper fraction or from an improper fraction to a mixed number (e.g., $2\frac{1}{4} = \frac{9}{4}$ or $\frac{11}{2} = 5\frac{1}{2}$)
2. Changing fractions to decimals
3. Changing decimals to fractions
4. Changing percent to a decimal
5. Changing a decimal to percent

C. Rounding Numbers

1. Rounding of decimals greater than one
2. Rounding of decimals less than one
3. Rounding of whole numbers

D. Properties of Numbers

1. Properties of numbers: odd, even
2. Concept of exponents (e.g., $10^2 = 10 \cdot 10$)
3. Properties of one and zero in addition and multiplication: (e.g., $2 \times 1 = 2$, $2 + 0 = 2$, $3 \times 0 = 0$)

III. MEASUREMENT

A. Customary Measure

1. Length
2. Area
3. Volume
4. Weight
5. Temperature

B. Metric Measure

1. Length
2. Area
3. Volume
4. Weight
5. Temperature

C. Area Measure

1. Rectangle with formula
2. Square with formula
3. Triangle with formula
4. Circle with formula

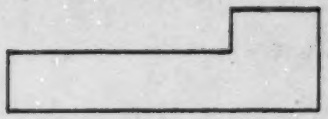
D. Other Measures

1. Time
2. Money
3. Quantity

IV. SIMPLE GEOMETRY

A. Geometric Concepts

1. Concept of perimeter (given an example of an irregular figure)



2. Concept of a right angle
3. Geometric relations: parallel lines
4. Geometric relations: perpendicular lines

B. Recognition of Parts of a Circle

1. Circles: identification of parts of a circle: center
2. Circles: identification of parts of a circle: radius
3. Circles: identification of parts of a circle: diameter
4. Circles: relationship between radius and diameter

V. PROBLEM SOLVING

A. Reading and Interpreting Data from Charts, Graphs, Tables, and Maps

1. Reading data from line graphs
2. Reading data from bar graphs
3. Reading data from circle graphs
4. Reading data from tables or charts
5. Interpretation of data from line graphs
6. Interpretation of data from bar graphs
7. Interpretation of data from circle graphs
8. Interpretation of data from tables or charts
9. Reading maps: location of places

B. Consumer Problems

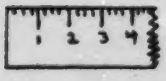
1. Simple interest
2. Sales tax
3. Discount

D. Applications Involving Basic Operations

1. Average (arithmetic mean) (e.g., bowling or test scores)
2. Ratio-proportion (e.g., If three bags of grass seed are required to seed an area of 4,000 square feet, how many bags will be required for a lawn of 32,000 square feet? (a) 8 (b) 11 (c) 12 (d) 24)
3. Simple application of basic operations of arithmetic (addition, subtraction, multiplication, and division) involving one operation
4. Simple application of basic operations of arithmetic (addition, subtraction, multiplication, and division) involving more than one operation

E. Estimation and Approximation

1. Reading maps: estimation of mileage
2. Estimation (e.g., the cost for a meal per person is $5.88 Which of the following is the best approximation of the cost for 23 people? (a) 6 x 20 (b) 5 x 20 (c) 5 x 30)
3. Approximation, e.g., approximate the length of the piece of wood:



MATHEMATICS SPECIFICATIONS

New Jersey 11th Grade Minimum Basic Skills

I. COMPUTATION

A. Addition of Whole Numbers

1. Addition of whole numbers, multiple places, horizontal format without carrying
2. Addition of whole numbers, multiple places, vertical format without carrying
3. Addition of whole numbers, multiple places, horizontal format with carrying
4. Addition of whole numbers, multiple places, vertical format with carrying

B. Subtraction of Whole Numbers

1. Subtraction of whole numbers, multiple places, horizontal format without borrowing
2. Subtraction of whole numbers, multiple places, vertical format without borrowing
3. Subtraction of whole numbers, multiple places, horizontal format with borrowing
4. Subtraction of whole numbers, multiple places, vertical format with borrowing
5. Subtraction of whole numbers with two or more consecutive zeros in the minuend (e.g., 6008 - 431)

C. Multiplication of Whole Numbers

1. Multiplication of two and three-digit whole numbers
2. Multiplication with zero as a placeholder (e.g., 203 x 47)
3. Multiplication with zero as multiples of ten (e.g., 47 x 1000)

D. Division of Whole Numbers

1. Division: one-digit divisor without remainder
2. Division: two-digit divisor without remainder
3. Division: one-digit divisor with remainder
4. Division: two-digit divisor with remainder

E. Addition and Subtraction of Fractions

1. Addition and subtraction of like fractions (with same denominators) in vertical format
2. Addition and subtraction of unlike fractions (without same denominator) in vertical format

3. Addition and subtraction of mixed fractions with like denominators in vertical format without regrouping
4. Addition and subtraction of mixed fractions with like denominators in vertical format with regrouping
5. Addition and subtraction of mixed fractions with unlike denominators in vertical format without regrouping
6. Addition and subtraction of mixed fractions with unlike denominators in vertical format with regrouping

F. Multiplication and Division of Fractions

1. Multiplication of a whole number by a proper fraction
2. Division of a whole number by a proper fraction
3. Multiplication of a whole number by a mixed number
4. Multiplication of a proper fraction by a proper fraction
5. Division of a proper fraction by a proper fraction

G. Addition and Subtraction of Decimals

1. Addition of decimals in vertical format
2. Addition of decimals in horizontal format
3. Subtraction of decimals in horizontal format

H. Multiplication of Decimals

1. Multiplication of decimals
2. Multiplication with zero as a placeholder (e.g., 0.06 x 0.7)
3. Multiplication with zero as multiples of ten (e.g., 63.458 x 100)

I. Division of Decimals

1. Division of decimals with whole number divisor (e.g., $45\overline{)78.92}$)
2. Division of decimals: divisor with decimal
3. Division of decimals: answer less than one (e.g., $48.6\overline{)3.467}$)
4. Division of decimals by 10, 100, 1000, etc.

J. Percent

1. Percent of a number (e.g., 25% of 16 = ?)
2. Percent one number is of another (e.g., 4 is what percent of 16?)
3. A number when a percent of it is known (e.g., 25% of what number is 4?)

II. <u>NUMBER CONCEPTS</u>

A. Comparison of Fractons

1. Two equivalent fractions: proper (e.g., $\frac{1}{2} = \frac{2}{4}$, $\frac{3}{9} = \frac{1}{3}$)

2. Two equivalent fractions: improper (e.g., $\frac{4}{2} = \frac{2}{1}$)

3. Relative size (comparing) of simple fractions (e.g., $\frac{1}{2}$ is more than $\frac{1}{3}$)

B. Changing Fractions, Decimals, and Percent to Equivalent Forms

1. Changing from a mixed number to an improper fraction or from an improper fraction to a mixed number

(e.g., $2\frac{1}{4} = \frac{9}{4}$ or $\frac{11}{2} = 5\frac{1}{2}$)

2. Changing fractions to decimals
3. Changing decimals to fractions
4. Changing percent to a decimal
5. Changing a decimal to percent

C. Rounding of Numbers

1. Rounding of decimals greater than one
2. Rounding of decimals less than one
3. Rounding of whole numbers

D. Properties of Numbers

1. Properties of numbers: odd and even
2. Properties of one and zero in addition and multiplication (e.g., $2 \times 1 = 2$, $2 + 0 = 2$, $3 \times 0 = 0$)

III. MEASUREMENT

A. Customary Measure

1. Length
2. Area
3. Volume
4. Weight
5. Temperature

B. Metric Measure

1. Length
2. Area
3. Volume
4. Weight

C. Area Measure

1. Rectangle with formula
2. Square with formula
3. Triangle with formula
4. Circle with formula

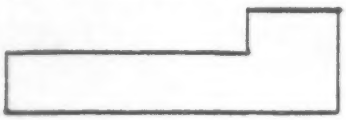
D. Other Measures

1. Time
2. Money
3. Quantity

IV. SIMPLE GEOMETRY

A. Geometric Concepts

1. Concept of perimeter (given an example of an irregular figure)



2. Concept of a right angle
3. Geometric relations: parallel lines
4. Geometric relations: perpendicular lines

B. Recognition of Parts of a Circle

1. Circles: identification of parts of a circle: center
2. Circles: identification of parts of a circle: radius
3. Circles: identification of parts of a circle: diameter
4. Circles: relationship between radius and diameter

V. PROBLEM SOLVING

A. Reading Data From Charts, Graphs, Tables and Maps

1. Reading data from line graphs
2. Reading data from bar graphs
3. Reading data from circle graphs
4. Reading data from tables or charts
5. Reading maps: location of places

B. Interpreting Data From Charts, Graphs, Tables and Maps

1. Interpretation of data from line graphs
2. Interpretation of data from bar graphs
3. Interpretation of data from circle graphs
4. Interpretation of data from tables or charts

C. Consumer Problems

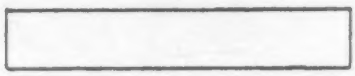
1. Simple interest
2. Sales tax
3. Discount
4. Credit charges
5. Checking accounts: writing checks
6. Checking accounts: completing the check stub

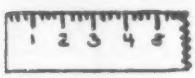
C. Applications Involving Basic Operations

1. Average (arithmetic mean) (e.g., bowling or test scores)
2. Ratio-proportion (e.g., If three bags of grass seed are required to seed an area of 4,000 square feet, how many bags will be required for a lawn of 32,000 square feet? (a) 8 (b) 11 (c) 12 (d) 24)
3. Simple application of basic operations or arithmetic (addition, subtraction, multiplication and division) involving one operation
4. Simple application of basic operations of arithmetic (addition subtraction, multiplication and division) involving more than one operation

D. Estimation and Approximation

1. Reading maps: estimation of mileage
2. Estimation (e.g., The cost for a meal per person is $5.88 Which of the following is the best approximation of the cost for 23 people? (a) 6 x 20 (b) 5 x 20 (c) 5 x 30)
3. Approximation (e.g, Approximate the length of the piece of wood)





APPENDIX D

COMMUNITY TYPES AND DISTRICT FACTOR GROUPS

Definitions

A. Community Types

1 - Urban Center (UC) - densely populated with extensive development.

2 - Urban-Suburban (US) - near an urban center but not as highly developed, with larger residential areas.

4 - Suburban (S) - predominantly single family residential within a short distance of an urban area.

5 - Suburban-Rural (SR) - rapidly developing area, but still large tracts of open land available for development.

6 - Rural (R) - scattered small communities and isolated single-family dwellings.

7 - Rural Center (RC) - highly density core area with surrounding rural municipalities.

8 - Rural Center-Rural (RCR) - small developed core area surrounded by rural areas.

9 - Vocational (V) - primary emphasis on vocational training under a separate educational jurisdiction.

0 - Regional District (R) - an educational jurisdiction established to service several surrounding communities.

B. District Factor Groupings

Data from the 1970 United States Census Survey were used to develop the District Factor Groupings (DFG) for the Phase II interpretations. These groupings replace the four geographical quandrants which were used in reporting the results for 1972 and 1973.

To obtain a measure of the socioeconomic background of the school districts in New Jersey, a factor analysis was performed on a series of 1970 census variables known to contribute to a district's socioeconomic background status.

Factor analysis is a statistical method by which the pattern of relationships between a set of variables may be analyzed to determine a small number of independent, underlying dimensions (or factors) to account for the observed relationships among a set of variables.

The type of factor analysis used for this study was an iterative principle component analysis with a varimax rotation.

There were eight variables, which measure the many facets of socioeconomic status, used in the factor analysis. The following variables were used to determine a district's socioeconomic status:

1. Education - The education level of males and females 25 years and older.

A.	No school years completed (included nursery and kindergarten)	(1)
B.	1-4 years elementary	(2)
C.	5-6 years elementary	(3)
D.	7 years elementary	(4)
E.	8 years elementary	(5)
F.	1-3 years high school	(6)
G.	4 years high school	(7)
H.	1-3 years college	(8)
I.	4 years college	(9)
J.	5 or more years college	(10)

2. Occupation - The National Opinion Research Center (NORC) in 1947 undertook a study to determine the prestige with which occupations were viewed. In 1961, A.J. Reiss (Occupation and Social Status; Free Press, 1961) up-dated the NORC work. The major occupations were determined by averaging the prestige rankings of the occupations comprising each category. The categories (ranked from high to low) were as follows:

A.	Old and New Professionals	(11)
B.	Managers, Officials, and Proprietors	(10)
C.	Quasi-professionals	(9)
D.	Craftsman, Foreman, and Kindred Workers	(8)
E.	Clerical and Kindred Workers	(7)
F.	Sales Workers	(6)
G.	Protective Services Workers	(5)
H.	Operatives and Kindred Workers	(4)
I.	Farm Workers	(3)
J.	Service Workers (except private and protective)	(2)
K.	Laborers	(1)

3. Mobility - Percent of persons living in the same housing unit for at least the past ten years.

4. Density - Number of people per housing unit.

5. Urbanization - Percent urban population of the district.

6. Income - Average family income.

7. Unemployment - Percent of experienced unemployed males and females sixteen years and older.

8. Poverty - Percent of families below the poverty level.

The factor analysis determined two significant factors or dimensions of the eight variables. Based on the interpretation of the significant factors, the first factor was determined to be a factor measuring socioeconomic status.

Based on the socioeconomic factor, a factor score was generated for each of the school districts included in the analysis. The districts were then ranked according to their factor score and cut-points were established to divide the districts into ten District Factor Groups. The cut-points were determined so that all District Factor Groups would be comprised of approximately the same number of school districts.

The ten District Factor Groups were labelled "A" to "J" with "J" containing those districts with the highest factor scores.

No school district census information was available for school districts with a student enrollment of less than 300; therefore, these school districts were excluded from the analysis. These school districts were placed in a District Factor Group called "Z". Vocational-Technical schools were placed in a separate category called "V".

The relative importance of the eight variables in the composition of the factor is:

Educational Background of the District	27.82%
Occupational Background of the District	24.17
Per Capita Income of the District	19.26
Percent Poverty Level	13.32
Unemployment Rate	10.38
Population Density	4.19
Degree of Urbanization	0.83
Population Mobility	0.03